DOCUMENT RESUME

ED 181 755 FL 011 014

AUTHOR Hubbard, Katherine E.
TITLE Reading Right: A Text for Reading, Volume 2. English for Special Purposes Series: Nursing Aide.
INSTITUTION Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.
SPONS AGENCY Department of Labor, Washington, D.C.
PUB DATE 77
CONTRACT DL-15-6053-37
NOTE 116p.; For related documents, see FL 011 012-024

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; Anatomy; Cloze Procedure; *English (Second Language); *English for Special Purposes; *Language Instruction; Language Usage; *Nursing; Nutrition Instruction; Reading Comprehension; *Reading Materials; *Second Language Learning; Units of Study; Visual Aids; Vocabulary Skills; Vocational Education

ABSTRACT

This is the second of four volumes devoted to reading instruction, in a series of materials for teaching English as a second language to adult nursing aide students. The three units included deal with fundamentals in nursing: nutrition, characteristics of the hospital staff, and anatomy. Each unit consists of readings interspersed with Cloze passages, comprehension questions, vocabulary exercises, and brief lessons in language usage and basic nursing procedure. Pictorial aids illustrate most portions of each unit. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181755

ENGLISH FOR SPECIAL PURPOSES SERIES

NURSING AIDE

READING RIGHT

A TEXT FOR READING

VOLUME 2

KATHERINE E. HUBBARD

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Edited by
Alfred G. Hoel

Illustrations by
Michael Nonaka

FL011014

Produced at Honolulu Community College
1977

2

Table of Contents
VOLUME 2

UNIT III FOOD FOR THOUGHT 97

UNIT IV THE HOSPITAL STAFF 137

UNIT V BODY LANGUAGE 169

UNIT III

FOOD FOR THOUGHT

PREVIEW

Unit III contains a great deal of information about food and health. As a nursing aide you will be with patients when they eat. You might be responsible for feeding some patients who cannot feed themselves. It is important for you to understand the nutritional needs of your patients. You will not be preparing meals for your patients, but you need to understand the importance of their diets in helping them recover.

For some of the exercises in this unit you will examine your own diet and eating habits. Since you will be working in the health field, it is important for you to apply good nutrition habits in your own life.

As you work in this unit, you will notice that there are graphs in several of the readings. One of your major activities in this unit will be to interpret graphs. During the time that you are a student, you will take several standardized tests. Usually standardized tests have sections where you have to interpret graphs. The graphs in this section will give you practice in reading and interpreting graphs like those that may appear on the standardized tests you will take.

Unit III, then, is intended to give you information about nutrition. You will need this information when you become a nursing aide. Unit III is also intended to give you practice in reading graphs so you will be better prepared for the standardized tests you will take.

FOOD FOR GOOD HEALTH

READING 7

Nutrients are chemicals. Nutrients are in food. N _ _ _ _ _ _ _ _ keep us healthy.

Carbohydrates _ _ _ nutrients. Carbohydrates give us _ _ _ _ _ _. There are three kinds _ _ carbohydrates--cellulose, starch and s _ _ _ _. You get carbohydrates when y _ _ eat cereal, potatoes, rice, n _ _ _ _ _ _, fruit and vegetables.

Protein _ _ a nutrient. All living c _ _ _ _ contain protein. Protein builds t _ _ _ _ _. Everyone needs protein. Protein _ _ very important. There are t _ _ kinds of protein--complete p _ _ _ _ _ _ and incomplete protein. You g _ _ complete protein in meat, p _ _ _ _ _ _, fish and milk. You g _ _ incomplete protein in vegetables _ _ _ cereals.

Fats are other n _ _ _ _ _ _ _ _. Fats give us energy. P _ _ _ _ of our cells are m _ _ _ of fats. Butter, margarine, c _ _ _ _ _ _ oil, nuts and whole m _ _ _ contain fats.

Minerals are n _ _ _ _ _ _ _ _, too. Minerals are important. T _ _ _ _ are many minerals. Calcium, _ _ _ _ _ _ and iron are three _ _ _ _ _ _ _ _ _ minerals.

Vitamins are nutrients. T _ _ _ _ are many vitamins. We n _ _ _ vitamin A for normal g _ _ _ _ _ and vision. Vitamin D _ _ important for our teeth _ _ _ bones. Vitamin C

is _ _ _ _ _ _ _ _ _ _, too. Vitamin C is _ _ citrus fruits like oranges _ _ _ limes.

Water is another _ _ _ _ _ _ _ _ _ _ nutrient. Water is more _ _ _ _ _ _ _ _ _ _ than food. About one-half t _ two-thirds of your body _ _ water. You have to h _ _ _ water every day.

FOOD FOR GOOD HEALTH

READING 7

Nutrients are chemicals. Nutrients are in food. Nutrients keep us healthy.

Carbohydrates are nutrients. Carbohydrates give us energy. There are three kinds of carbohydrates--cellulose, starch and sugar. You get carbohydrates when you eat cereal, potatoes, rice, noodles, fruit and vegetables.

Protein is a nutrient. All living cells contain protein. Protein builds tissue. Everyone needs protein. Protein is very important. There are two kinds of protein--complete protein and incomplete protein. You get complete protein in meat, poultry, fish and milk. You get incomplete protein in vegetables and cereals.

Fats are other nutrients. Fats give us energy. Parts of our cells are made of fats. Butter, margarine, coconut oil, nuts and whole milk contain fats.

Minerals are nutrients, too. Minerals are important. There are many minerals. Calcium, iodine and iron are three

important minerals.

Vitamins are nutrients. There are many vitamins. We need vitamin A for normal growth and vision. Vitamin D is important for our teeth and bones. Vitamin C is important, too. Vitamin C is in citrus fruits like oranges and limes.

Water is another important nutrient. Water is more important than food. About one-half to two-thirds of your body is water. You have to have water every day.

COMPREHENSION

Choose the correct answer based on the story you just read.

1. What are nutrients.

   a. chemicals in food that keep us healthy
   b. food
   c. sugar
   d. all chemicals

2. Carbohydrates give us

   a. sugar.
   b. noodles.
   c. energy.
   d. fats.

3. You get carbohydrates when you eat

   a. rice.
   b. fish.
   c. salt.
   d. candy.

4. Why is protein important?

   a. It's in meat.
   b. It builds cells.
   c. It contains fat.
   d. It's very important.

5. Which one is a complete protein?

   a. dry beans
   b. lettuce
   c. beans
   d. chicken

6. Which one is a mineral?

   a. milk
   b. oranges
   c. vitamin A
   d. iodine

7. Why is vitamin A important?

   a. It's in citrus fruit.
   b. It's important for our eye-sight.
   c. It's in our food.
   d. It's important for energy.

8. Which nutrient do you have to have every day.

   a. vitamins
   b. minerals
   c. carbohydrates
   d. water

9. How much of your body is water?

   a. 1/2 - 2/3
   b. 2/3 - 3/4
   c. 1/5 - 1/2
   d. 1/3 - 2/3

NUTRITION FOR A HEALTHY BODY

Food contains various chemical substances called nutrients. We need nutrients to build cells and to keep our bodies healthy. About 50 individual nutrients are needed to build the body. Our food contains various nutrients that work together to keep us healthy. There are six types or classes of nutrients: carbohydrates, proteins, fats, minerals, vitamins and water.

CARBOHYDRATES

Carbohydrates provide energy for body activities and heat for maintenance of body temperatures. Food gives us carbohydrates in three forms -- starch, sugar and cellulose. We get out energy from starch and sugar. Cellulose furnishes bulk in our diets. Good sources of carbohydrates are cereal grains, potatoes, sweet potatoes, rice, macaroni, noodles, sugar, fruit, vegetables and dry beans.

PROTEIN

Protein is the basic substance of every living cell. Protein builds tissue. It also helps form antibodies that fight infection. Everyone needs protein all through life. Children especially need protein for normal growth of brain and other body cells.

There are two types of protein -- complete and incomplete. Complete proteins maintain life and provide growth. Incomplete proteins maintain life but do not provide growth. We get complete proteins from animal foods such as meat, poultry, fish, eggs, milk and cheese. We get incomplete proteins from vegetable foods such as soybeans, dry beans and whole-grain products. When you eat incomplete protein foods it is best to combine them with complete protein foods. For example, have a glass of milk with a peanut butter sandwich or cook bean soup in a beef stock.

FATS

Fats provide energy for body activities and for maintenance of body temperature. Parts of cells are made up of fats. Fats also provide a protective cushion around important organs. Sources of fats are butter, margarine, cooking oil, cheese, nuts, bacon and whole milk.

MINERALS

Minerals give strength to body tissues. Three important minerals are calcium, iodine and iron.

Calcium is the most abundant mineral in the body. Calcium builds bones and teeth; it regulates the muscles, heart and nerves, and it helps control bleeding. Milk is an important source of calcium as are most dark green vegetables and salmon (if the bones are eaten).

Iodine is necessary for the thyroid gland. Seafood and iodized salt are the best sources of iodine.

Iron combines with protein to make hemoglobin. Hemoglobin is the red substance in blood which carries oxygen from the lungs to the cells. Only a few foods contain much iron. Many Americans do not get enough iron. Sources of iron are liver, heart, kidney, eggs, shellfish, dry beans, dark green vegetables and iron fortified cereals.

VITAMINS

Vitamins help tissues grow. They are necessary for nerves and muscles to work correctly. Scientists have identified a dozen or more vitamins that our bodies need. Here are some major vitamins that we need every day.

Vitamin A is necessary for normal growth and for normal vision in dim light. It also keeps the skin and hair healthy and helps the body resist infection. Vitamin A occurs only in foods that come from animals. However, dark green and yellow fruits and vegetables contain carotene. Our bodies can change carotene into vitamin A. Sources of vitamin A are liver, eggs, margarine, butter and milk. Carotene occurs in sweet potatoes, carrots, spinach, broccoli and other dark green and deep yellow vegetables.

Vitamin D helps build strong bones and teeth. Only a few foods contain vitamin D. Milk with vitamin D added is a good source. Milk does not have vitamin D naturally. Vitamin D is added to the milk before the milk is put into cartons. Other sources include egg yolks, butter, liver, sardines, salmon and tuna. Sunshine is also a source of vitamin D.

Vitamin C helps hold body cells together. It strengthens blood vessels. It also helps teeth and bones grow and it helps wounds heal. Vitamin C is not stored in the body. Good sources of vitamin C are raw citrus fruits, tomatoes, raw onions, cabbage and dark green vegetables. Heat destroys vitamin C.

WATER

Water is necessary for life. Air is more important than water for life. Water is more important than food for life.

You can live for days, even weeks without food. You can live only a few days without water. About one-half to two-thirds of your body is made up of water. Water carries food from one part of your body to another; it carries waste from your body; it helps regulate body temperature by evaporation; it aids digestion; and it keeps all cells healthy. We can live without some nutrients. We cannot live without water.

COMPREHENSION

1. What do we call the chemical substances in food which build cells and keep us healthy?
2. How many nutrients does your body need?
3. How many types of nutrients are there?
4. What two things do carbohydrates do for us?
5. How many forms of carbohydrates are there?
6. What do starch and sugar do for us?
7. What is the basic material of every living cell?
8. What are 2 things protein does for us?
9. How many types of protein are there?
10. What do complete proteins do?

11. What do incomplete proteins do?

12. Where do complete proteins come from?

13. Circle the foods below which give us complete proteins:
dry beans, bread, cheese, eggs, cereal, mahimahi, chicken, beef, rice.

14. List two things fats do in our bodies.

15. Circle the foods below which contain fats:
whole milk, lettuce, oranges, cheese, cooking oil, coffee, nuts, apples, papaya, bacon, skim milk.

16. What do minerals do in our bodies?

17. What mineral do we have the most of in our bodies?

18. List three things calcium does in our bodies.

19. List three foods that contain calcium.

20. List two foods that contain iodine.

21. Why is iron important in our bodies?

22. What is hemoglobin?

23. List three foods which contain iron.

24. List two reasons we need vitamins.

25. List three reasons we need vitamin A.

26. Do vegetables contain vitamin A?

27. Why do we list broccoli and carrots as sources of vitamin A?

28. List three foods that contain vitamin A.

29. List three foods that contain carotene.

30. List three fruits not listed in the reading which might contain carotene. Explain why you think your choices have carotene in them.

31. Why is vitamin D important for our bodies?

32. Bob has a cow. He drinks fresh milk from his cow every day. Will he get vitamin D from the milk?

33. We can get vitamin D without eating or drinking anything. Where does vitamin D come from besides food?

    Which vitamin do we call "the sunshine vitamin?"

34. List three reasons we need vitamin C.

35. Alice likes boiled cabbage. She knows that cabbage has vitamin C. Is it a good idea to plan on getting vitamin C from boiled cabbage? Why or why not?

36. John got more vitamin C than he needed this week. He decides not to worry about vitamin C for a while. He thinks he has plenty of vitamin C stored in his body. What is wrong with John's idea?

37. How much of your body is water?

38. List four reasons we need water.

A WELL-BALANCED DIET

There are four basic groups of food. Everyone should eat food from each of these groups every day. People who eat enough food from these groups every day have a well-balanced diet.

THE FOUR BASIC FOOD GROUPS

Group 1 Dairy Products

Milk - fluid whole, evaporated, skim, dry, buttermilk
Cheese - cottage; cream; Cheddar
Ice cream, ice milk

Recommended Amounts (in 8 ounce cups of whole fluid milk)

Children under 9 ... 2 to 3	Adults ... 2 or more
Children 9-12 ... 3 or more	Pregnant women ... 3 or more
Teen-agers ... 4 or more	Nursing mothers ... 4 or more

Cheese and ice cream may replace part of the milk. Portions of cheese and ice cream that provide the same amount of calcium as milk are given below:

1 inch cube Cheddar cheese	= 1/2 cup milk
1/2 cup cottage cheese	= 1/3 cup milk
2 tablespoons cream cheese	= 1 tablespoon milk
1/2 cup ice cream or ice milk	= 1/2 cup milk

Group 2 Vegetables and Fruit

Includes dark green or deep yellow vegetables; citrus fruit or tomatoes.

Recommended Amounts

Choose 4 or more servings every day.
One serving = 1/2 cup of vegetables or fruit or 1 medium apple, banana, orange.

Group 3 Meat and Fish

Includes beef, veal, lamb, pork, poultry, fish, eggs, dry beans, nuts, peanut butter.

Recommended Amounts

Two or more servings every day.
One serving = 2-3 ounces lean cooked meat, poultry, fish - without bone; one egg; 1/2 cup cooked dry beans; 2 tablespoons peanut butter may replace one-half serving of meat.

Group 4 Breads and Cereals

Includes bread, cooked cereal, ready-to-eat cereal, cornmeal, crackers, whole grain or enriched flour, macaroni, spaghetti, noodles, rice, rolled oats.

Recommended Amounts

Four or more servings each day.
One serving = 1 slice of bread, 1 ounce ready-to-eat cereal, 1/2 - 3/4 cup cooked cereal, cornmeal, macaroni, noodles, rice or spaghetti.

Other Food

Almost everyone will eat some food not specified in the four food groups. For example, almost everyone eats some sugar, salt and fat every day. Often we don't realize how much sugar, salt and fat we are eating. Much of our processed food contains sugar and salt that is added during processing. Processed food is canned, frozen or packaged in some way.

Margarine, butter, and cooking oil are examples of fats. We often use fats for cooking and for seasoning our food.

Junk Food

Junk food is food that does not have any nutrients. Usually junk food is very fattening. Junk food contains many calories, but no nutrients. So we say junk food has empty calories. Examples of junk food are sodas, potato chips, corn chips and candy.

COMPREHENSION

1. How many basic groups of food are there?

2. What foods are not included in these basic food groups?

3. How many cups of milk should adults have each day?

4. How many ounces of milk should 10-year-olds have every day?

5. How many cups of milk should a 10-year-old have every day?

6. What foods give calcium if you don't drink milk?

7. How much cottage cheese must you eat to equal one cup of milk?

8. How much ice cream must a teen-ager eat every day to get enough calcium if he doesn't drink any milk?

9. How much Cheddar cheese must you eat to equal 1/2 cup of milk? Draw a picture the size of a piece of Cheddar cheese that equals 1/2 cup of milk.

10. A pregnant woman drinks 16 ounces of milk in the morning. She wants to eat ice cream now instead of drinking milk. How much ice cream must she eat to get all the calcium she needs for the day?

11. List three dark green vegetables.

12. List three deep yellow vegetables.

13. An orange is a citrus fruit. List three other citrus fruits.

14. List three fruits that are not citrus fruits.

15. How many cups of Group 2 foods should you have every day?

16. List the foods from Group 2 that you ate yesterday. Did you have four servings of Group 2 foods yesterday?

17. List the foods from Group 3 that you ate yesterday. How many servings of Group 3 foods should you have every day?

18. List the foods and number of servings you ate yesterday from Group 4.

DIET DIARY

Keep a record of the food you eat for the next week. Record the kind of food and the number of servings on the chart below. Are you eating a well-balanced diet? (Trl)

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Group 1 breakfast							
lunch							
snack							
supper							
Total servings							
Group 2 breakfast							
lunch							
snack							
supper							
Total servings							
Group 3 breakfast							
lunch							
snack							
supper							
Total servings							
Group 4 breakfast							
lunch							
snack							
supper							
Total servings							
Junk							

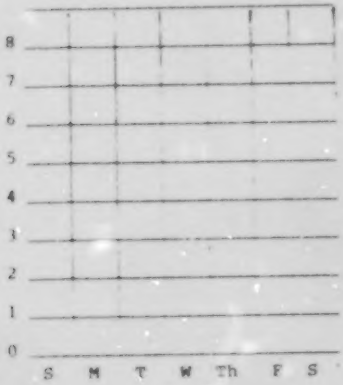
III

III

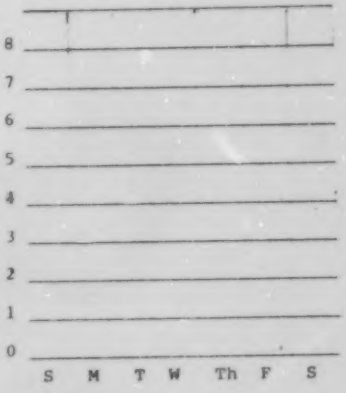
DIET DIARY DATA

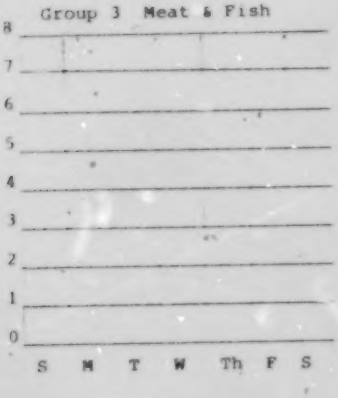
Fill in the bar graphs to show how many servings from each food group you ate each day. (Tr2)

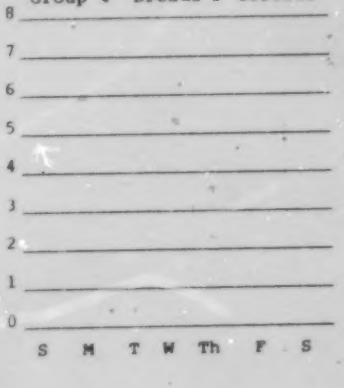
Group 1 Dairy Products



Group 2 Vegetables & Fruit



Group 3 Meat & Fish

Group 4 Breads & Cereals



THESE ARE FACTS
ABOUT HAWAII'S BREAKFAST PROBLEM*

Not many of us eat enough breakfast. Surveys show that many children go to school with too little breakfast, or no breakfast at all. Children cannot eat enough body building foods in two meals a day for growth and health.

STUDY THESE FIGURES

1. Of 14,000 school children -

   1/5 had no milk for breakfast;
   1/2 had no fruit for breakfast;
   2/3 had no egg or meat for breakfast.

2. Adolescent boys and girls need more protein and calcium than other age groups, yet -

   Only 1/3 of the 7th to 9th graders had milk for breakfast.

3. On Kauai, a survey in one school showed that -

   1/4 of the children had no breakfast;
   1/2 of the children had breakfasts that were rated poor.

4. Surveys show that industrial accidents happen more often to workers who had no breakfast or not enough breakfast.

*Excerpts from *Breakfast is Your Most Important Meal*. Nutrition Branch Department of Health, State of Hawaii. Revised December, 1974.

WHAT CAN WE DO ABOUT IT?

BREAKFAST is the meal that breaks a fast. It may be more than 12 hours since you've eaten. Even though you have slept those 8 to 12 hours, your body has been using energy and building materials. These are supplied by food which must be eaten regularly.

GOING WITHOUT BREAKFAST means that your body goes without food for 15 to 18 hours. Is it any wonder that -

your hands get shaky in the middle of the morning.
your brain gets sluggish and it is hard to make quick choices.
a headache may start.

WHAT IS A GOOD BREAKFAST?

One that gives you material for body building and repair and keeps you healthy.

One that gives energy for work or play.

One that tastes good.

HOW BIG IS A GOOD BREAKFAST?

There is no rule for this that fits everyone. About 1/3 of the day's food should be eaten at breakfast.

DANGER! Look Out!

A cup of coffee and fruit juice?
Coffee and a doughnut?
Soda pop and pastries?

STOP! LISTEN! These breakfasts are not enough, especially for growing children.

BOARD THE TRAIN TO HEALTH! Choose breakfasts that include foods from these Food Groups. Remember them?

Group 1 - Green leafy or orange vegetables.
Group 2 - High vitamin C foods.
Group 3 - All other fruits and vegetables.
Group 4 - Milk and milk products.
Group 5 - Meats, fish, poultry, eggs, dried beans.
Group 6 - Cereals and cereal products.

PLAN YOUR BREAKFAST THIS WAY -

A Light Breakfast	An Average Breakfast
1 food from Group 1 or 2	1 food from Group 1 or 2
1 food from Group 4 or 5	1 food from Group 4 & 5 or 2 from one of those groups
1 food from Group 6	1 food from Group 6

SO YOU DON'T HAVE TIME FOR BREAKFAST!

Breakfast is the kind of a date that is important enough for you to set your alarm 15 minutes earlier. Planning helps too!

THE NIGHT BEFORE: Make sure that everything you need is handy. Fix your fruit and cover it with plastic wrap and put it in the refrigerator.

IN THE MORNING: It should take just a few minutes to get breakfast ready. Children can plan and prepare their own breakfasts.

Figure out the system that works best for you. The benefits of a good breakfast are worth all the thought and effort you spend to get it.

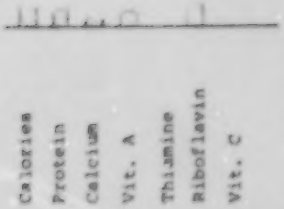
MAYBE MEMBERS OF YOUR FAMILY EAT AT DIFFERENT TIMES. Food can be prepared for everyone at the same time. Then the prepared fruit and the glasses of milk can be covered and put back in the refrigerator. The pot of cocoa and a double boiler of cereal can be left on the stove. As each person is ready to eat, he can help himself. The hot foods will still be hot, and the cold ones will be chilled.

Instant Breakfast may be used in an emergency - they give no bulk, but are better than no breakfast at all.

WHICH WILL YOU CHOOSE?

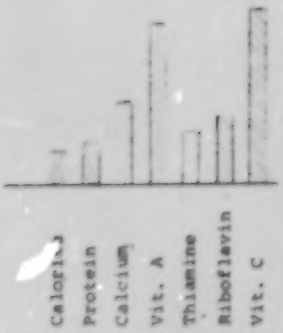
Poor Breakfast

2 Doughnuts
Bottle of soda pop



A Good Breakfast

1/3 Papaya
3/4 cup Oatmeal
1/2 cup Skim Milk
Sugar
1 slice Toast with Margarine
Cocoa made with Milk



The good breakfast will "stay" with you longer and furnish the body more building and protective material. The starch and sugar that furnish most of the energy in the soda pop and doughnuts are digested and burned quickly in the body.

Protein and fat in the good breakfast take longer to digest and to burn. So, like relay runners, they take over when the starch and sugar are gone, and help you win the race. All of us need to be as efficient and wide-awake at 11 o'clock as we are at 8:30 in the morning.

COMPREHENSION

1. Do many people in Hawaii eat enough breakfast?

2. According to the figures in this reading how many children had no fruit for breakfast?

3. Why is it important for adolescents to have milk for breakfast?

4. "Breakfast is a meal that breaks a fast." What does breaks mean in that sentence?

   What does fast mean in that sentence?

5. How much food should you eat at breakfast?

6. "A light breakfast." What does light breakfast mean in that phrase?

7. Are the foods grouped the same way as they were in the other reading about food groups?

8. What did you have for breakfast this morning? List the foods you ate for breakfast. List the group that each food belongs in according to this reading.

   Plan three breakfasts for you and your family. Plan one light breakfast and two average breakfasts.

9. What is Instant Breakfast?

   Here is a recipe for instant breakfast:

one cup milk	1/2 cup orange juice
1/2 teasp. vanilla (optional)	1 egg

   Put all ingredients into a blender and whir until foamy.

10. a. In this recipe what food groups are included? Use the food groups in this reading.

    b. In this recipe, what nutrients are included?

    c. Look at the 6 basic food groups in this reading. Which food groups are not included in the instant breakfast recipe?

11. In the "good breakfast" in this reading, which food provides the vitamin C?

12. Does the vitamin C food provide any other vitamins? Which one does it help provide?

13. What is better to eat for breakfast, sugar and starch or protein and fat?

AMOUNT OF VITAMIN A IN 1/2 CUP*

*Chart from Vegetables for Health in Hawaii. Nutrition Branch Department of Health, State of Hawaii.

III

118

COMPREHENSION

Study the vitamin A graph. Answer the questions below. Note: International Units (IU) are used as measurements for vitamins. (Tr)

1. How many International Units of vitamin A should you have each day?

2. According to the chart 1/2 cup of which vegetables will give you enough vitamin A for a day?

3. How many cups of broccoli must you eat to get your daily requirement of vitamin A?

4. What does trace mean after the first three vegetables?

5. What color are the two vegetables on the chart that have the most vitamin A? Can you think of other vegetables that are the same color? Do you think they are good sources of vitamin A?

6. Do vegetables actually have vitamin A in them? If not, why are some listed as high in vitamin A on the chart?

7. This chart contains vegetables only. Make a list of fruits that you think might be high in vitamin A. Be ready to explain why you chose the fruits on your list.

KEIKI TALK ABOUT FRUIT JUICES*

Fruits and the juices from fruits are the main sources of vitamin C. Vitamin C is one of the most important vitamins. The body needs vitamin C to do these jobs:

___ To cement the body cells together.

___ To help get nourishment into the cells.

___ To speed up healing of wounds and broken bones.

___ To protect against a disease called scurvy.

Vitamin C is not stored in the body, so a daily supply is needed.

How Much Vitamin C is Needed? A child needs this much vitamin C:

Under 1 year	30 mg
One to 3 years	40 mg

What Kind of Juice? Not all fruits have the same amount of vitamin C. Juices made from a fruit cannot have more vitamin C than the fruit. They may lose some vitamin C in processing. Some juices and fruit drinks do have vitamin C added to them. All juices for babies have added vitamin C. Read the labels to see if vitamin C is added and how much.

When you stop using baby foods, be sure to start using fruit juices that are high in vitamin C. The chart with this reading shows which juices have the most vitamin C.

ABOUT OTHER DRINKS WITH FRUIT NAMES

There are many kinds of fruit flavored beverages today. Some are good and some have calories but almost no vitamin C. Some drinks have no fruit juice at all. Some kinds of drinks to watch for:

*Nutrition Branch Department of Health, State of Hawaii. 1968.

Powders and Crystals: You add water to these. Follow directions about how much powder to use in one cup of water. Some of these (Start and Tang) have more vitamin C added than pure orange juice. Some have no added vitamin. Read the labels and buy those with vitamin C.

Fruit Juice Drinks: These have water added to fruit juice. The amount of water may be more than 3/4 or it may be less. Water dilutes the juice so the baby may not get enough vitamin C from these drinks.

Concentrated fruit juice may be canned or frozen. The label tells how much water to add to equal pure juice.

Bases: These are concentrated and you add water according to directions on the can. These are not pure concentrated juice to start with so they have less vitamin C than pure fruit juice.

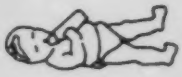
Artificial Fruit Flavored Drinks: These do not contain any fruit juice at all. If vitamin C is added it is not enough for the baby.

HOW MUCH FRUIT JUICE?

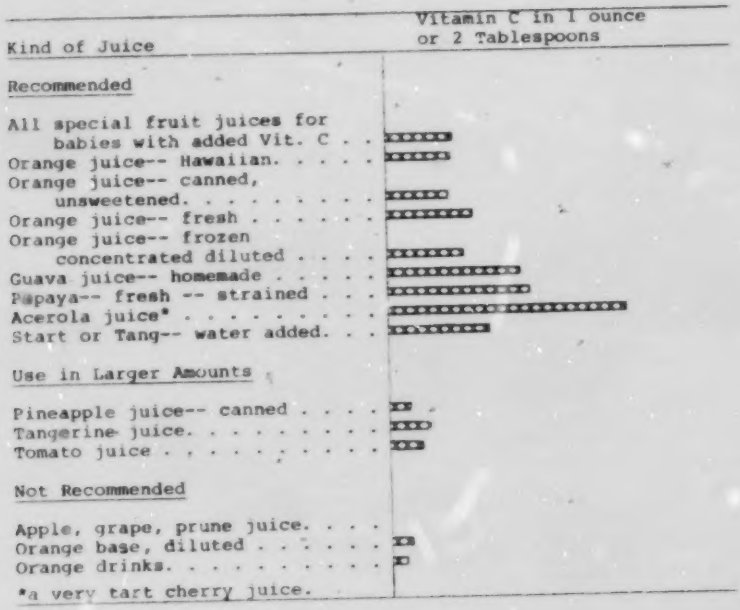
The doctor or nurse will tell you how much fruit juice to start with. Usually you start with 1 teaspoon of juice diluted with 1 teaspoon of water. Gradually add more juice and use less water. By the time the baby is a year old, he should be getting 4 ounces of juice or enough to give 30 milligrams of vitamin C.

Ask the nurse about sterilizing the spoon or bottle. Do not heat the fruit juice since heat kills vitamin C.

One juice may not agree with the baby after several days trial. Use other juices for a while. Then try the first juice, one teaspoon at a time, diluted with water.



VITAMIN C IN JUICES AND DRINKS



COMPREHENSION

Keiki Talk (Keiki means child in Hawaiian)

1. Why do children need fruit and fruit juice?
2. Why do children need vitamin C every day?
3. How much vitamin C does a two-year-old need?
4. Do all fruits have the same amount of vitamin C?
5. Does fresh guava juice have more vitamin C than guavas?

   Does orange juice have more vitamin C than oranges?

6. Can vitamin C be added to juice when the juice is processed?

7. How do you know if vitamin C is added to fruit juice?

8. What happens to the vitamin C if you heat fruit juice?

9. What is the difference between a fruit juice and a fruit juice drink?

10. Apple juice is not recommended for babies. Why not?

MILK - THE NEARLY PERFECT FOOD*

HOW MUCH DO YOU NEED DAILY?

2 to 3 cups for children.
4 cups for adolescents.
2 cups for adults.
4 cups for expectant mothers.

HOW TO EAT YOUR MILK (That's Right, "Eat"!)

Use it as a beverage.
Use it in place of water in cooking cereal, in making hot breads, soups.
Use it on cereal or dessert.
Use it in sauces and creamed dishes.
Eat some milk in the form of cheese, including cottage cheese.

MILK IS ONE OF OUR MOST IMPORTANT FOODS BECAUSE:

It helps build strong bones and teeth.
It helps build strong muscles.
It has vitamins to protect our health.
No other food compares to milk as a source of calcium for blood clotting, muscle use and hardening of teeth and bones.

ALL FORMS OF MILK ARE GOOD

Whole milk has the same food value whether it is fresh, imitation (made from nonfat dry milk and vegetable oils), evaporated or dried.

Skim milk and nonfat dry milk are now fortified with Vitamin A and Vitamin D. They have less calories since the fat is removed.

*Excerpts from Hello! Let's Talk About Us-Milk, Evaporated Milk, Powdered Milk. Nutrition Branch Department of Health, State of Hawaii. Revised January, 1974.

COST OF MILK

Whatever milk costs it is still a good buy. Nonfat dry milk is the cheapest form of all. Evaporated milk is cheaper than other forms except nonfat dry milk. Milk at any cost is a GOOD HEALTHY BUY.

EQUIVALENTS

1 cup whole pasteurized milk equals:

1 cup imitation milk
1/2 cup evaporated milk -- undiluted (no water added)
1/3 cup nonfat dry milk + 2 level teaspoon butter or margarine
1/3 cup dry whole milk

SUBSTITUTES FOR MILK

To get the same amount of bone building calcium and protein as there is in one cup of milk, you would need any one of these:

	For Calcium	For Protein
Sliced Cheese	1-1/3 ounces	1-1/3 ounces
Cottage cheese	1-1/4 cups	1/4 cup
Ice Cream	1-1/2 cups	1-1/2 cups
Tofu	1/2 block	1/4 block

USE SAFE MILK

Milk is one of the best foods for growing bacteria. It is only safe if it is pasteurized, boiled, evaporated or dried. Be careful about spoiling dried milk by using dirty spoons or leaving the container open. Keep all liquid milk refrigerated at all times.

THE FAMILY MILK SUPPLY

Dairies in Hawaii do not produce enough milk to supply Hawaii's need for health.

Nonfat dry milk, evaporated milk and imitation milk are available. They are less expensive. Use all forms of milk according to your food budget and tastes.

Use evaporated milk or nonfat dry milk in all cooking for economy and convenience.

Buy all types of milk according to family income. The bigger the food budget, the more you can use of the higher cost

milks. Save pasteurized milk for drinking; use imitation milk, evaporated milk or nonfat dry milk for flavored milk drinks and in cooking.

COMPREHENSION

1. How much milk do you need every day?

2. What is another word for adolescents?

3. What is another term for expectant mother?

4. What does beverage mean?

5. Which of the following forms of milk has the most food value?

   a. whole milk
   b. imitation milk
   c. evaporated milk
   d. dried milk
   e. they all have same amount.

6. What type of milk should fat people drink?

7. What is the difference between skim milk and whole milk?

8. What is the cheapest form of milk?

9. How much tofu must you eat to get the same calcium as you get in one cup of milk?

10. You should know what pasteurized means. Look it up in your dictionary. What is pasteurized milk?

11. What other things are pasteurized besides milk?

12. Most milk in the U.S. is homogenized. What does homogenized mean?

13. Why is it important to keep liquid milk in the refrigerator?

HOW DO YOU KNOW YOU ARE OVERWEIGHT?*

Look at yourself in the mirror.
Are your clothes getting tight?
Is your tummy higher than your ribs when you lie flat on your back? (No fair pulling it in now).
Pinch yourself at the side of the ribs. If there is more than one inch of flesh between your fingers, you are overweight.
Your doctor has probably told you so if you see him regularly.

*DESIRABLE WEIGHTS FOR MEN AND WOMEN
According to Height and Frame. Ages 25 and Over

MEN Height (In shoes) 1" heels		Weight in Pounds (In Indoor Clothing)		
		Small Frame	Medium Frame	Large Frame
5'	2"	112-120	118-129	126-141
	3"	115-123	121-133	129-144
	4"	118-126	124-136	132-148
	5"	121-129	127-139	135-152
	6"	124-133	130-143	138-156
	7"	128-137	134-147	142-161
	8"	132-141	138-152	147-166
	9"	136-145	142-156	151-170
	10"	140-150	146-160	155-174
	11"	144-154	150-165	159-179
6'	0"	148-158	154-170	164-184
	1"	152-162	158-175	168-189
	2"	156-167	162-180	173-194
	3"	160-171	167-185	178-199
	4"	164-175	172-190	182-204

*Excerpts from *A Slimmer Jim and Jane.* Nutrition Branch Department of Health, State of Hawaii. Revised 1974.

WOMEN
(In shoes)

2" heels		Small Frame	Medium Frame	Large Frame
4' 10"	.....	92- 98	96-107	104-119
11"	.....	94-101	98-110	106-122
5' 0"	.....	96-104	101-113	109-125
1"	.....	99-107	104-116	112-128
2"	.....	102-110	107-119	115-131
3"	.....	105-113	110-122	118-134
4"	.....	108-116	113-126	121-138
5"	.....	111-119	116-130	125-142
6"	.....	114-123	120-135	129-146
7"	.....	118-127	124-139	133-150
8"	.....	122-131	128-143	137-154
9"	.....	126-135	132-147	141-158
10"	.....	130-140	136-151	145-163
11"	.....	134-144	140-155	149-168
6' 0"	.....	138-148	144-159	153-173

*Note: Prepared by the Metropolitan Life Insurance Company. Derived primarily from data of the Build and Blood Pressure Study, 1958, Society of Actuaries.

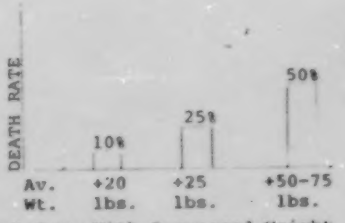
WHY WORRY ABOUT EXCESS BODY WEIGHT?

It's a Social Problem

Those extra pounds spoil your good looks.
It's harder to find becoming clothes.
Those extra pounds make you tired. It's harder to walk or run.
Overweight people put up a good front, but they may have emotional problems.
Overweight may count against you in job opportunities.

It's a Health Hazard

Overweight people are more susceptible to some diseases. They are poor surgical risks. Their hearts have to work harder. Recent reports from life insurance companies show that death rates go up with added pounds after 30 years of age.



Death Rate With Increased Weight

How Big is the Problem?

A report of the combined life insurance companies says that the Average American is about 20 pounds over desirable weight. Other reports say one fourth of us are really obese.

Once Overweight, Will Weight Control do any Good?

It certainly will. Those same life insurance companies found that if you reduce -- and stay reduced -- you can have normal life expectancy.

Overweight -- A Modern Problem

Automobiles and labor-saving machines do much of the physical work men and women used to do. We spend less energy at all ages. As we get older, we tend to spend even less energy. At the same time, food is more abundant, and we have more money to buy it. The result is a gradual gain in weight after we are 25. Eating 100 calories more than you need a day adds up to almost 10 pounds in a year.

How to Avoid This Creeping Gain in Weight

After age 25 we should eat one per cent less food each year to prevent this gain in weight. This may mean cutting down only 20 to 30 calories per day.

COMPREHENSION

Look at the Desirable Weight Chart in this reading.

1. How old do you have to be to use this chart?

2. Should a teen-ager use this chart?

3. Can a man five feet tall use this chart?

4. How tall does a barefooted man have to be to use this chart?

5. Can a barefooted man six feet eight inches tall use this chart?

6. If a man is 5'5" tall barefooted, which height does he use on the chart?

7. Small frame, medium frame, large frame refer to bone structure. People with large bones have large frames. People with small bones have small frames. How much should a man with a small frame weigh if he is five feet ten inches tall barefooted?

8. How much should a woman with a large frame weigh if she is five feet tall barefooted?

9. Why does the women's chart stop at 6'0? Why doesn't the man's chart stop at 6'0?

Read the section under Why Worry About Excess Body Weight?

10. What are becoming clothes?

11. Give an example of an emotional problem.

12. Give an example of a physical problem.

13. How can overweight count against you when you look for a job?

14. List three ways overweight can be dangerous.

15. Is the average American overweight?

16. What does obese mean?

Read the paragraph titled Overweight- A Modern Problem.

17. What are three reasons for overweight given in this paragraph?

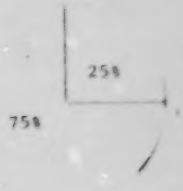
18. According to this paragraph, when do most Americans start gaining weight?

19. If you eat 100 more calories than you need every day for a year, how much weight will you gain in a year?

20. How can we stop gaining weight after age 25?

Reading Circle Graphs 1

Sometimes charts are made in a circle. These are called circle graphs. Study the following chart and answer the questions. This chart is based on the information in your reading.



25% = ¼ of obese Americans.
75% = ¾ of Americans who are not obese.

1. Add the percentages.

The percentages on a circle graph should always total _____%.

2. What is the fraction for 25%?

3. We can say 1/4 of the American population is _____.

4. We can also say 1 out of 4 Americans is _____.

5. What is the fraction for 75%?

6. We can say _____ of the American population is <u>not</u> obese.

7. We can also say _____ out of _____ Americans are <u>not</u> obese.

8. Do we know from this graph how many Americans are included in the percentages?

   Does the chart say that 75% of the American population is the <u>correct</u> weight?

9. Do we know from this graph what percentage of the population is the correct weight?

10. If someone is 20 pounds overweight how are they classified on this graph? (Check your reading under <u>How Big is the Problem?</u>)

11. If someone is 25 pounds underweight how are they classified on this graph?

12. Do we know whether the chart includes children?

13. Do we know from this chart how much overweight a person must be to be classified as obese?

A BREAKFAST PROBLEM

Last spring the Tamarind School Board took a survey in the Tamarind City public schools. The school board members wanted to know how many children ate breakfast. They also wanted to know what the children had for breakfast. The school board sent the forms to all the schools on Tuesday, April 12.

The school secretaries gave the forms to all the teachers on Wednesday, April 13. The teachers gave the forms to their students on Thursday, April 14. The elementary school teachers helped their students fill in the forms. The intermediate and high school students filled in the forms by themselves.

Here is what the forms looked like:

Dear Student,

Your School Board is interested in what you eat for breakfast. You know that a good breakfast is important to help you stay alert all morning. Please put a check by the foods you ate this morning for breakfast.

Thank you for your cooperation.

Sincerely,

Your School Board Members

Please put a check by the foods you ate for breakfast this morning. Do not write your name on this page.

_____grade

_____1 glass of milk

_____1 glass of orange juice

_____1 or more pieces of toast

_____1 bowl of dry cereal with milk

_____1 bowl of cooked cereal with milk

_____1 or more eggs

_____bacon or other meat

_____donuts or other pastry

_____sandwich

_____soup

_____rice

_____fruit (for example, banana, orange, 1/2 papaya, 1/2 grapefruit)

_____fish

_____other- please list anything else you had for breakfast.

_____I didn't eat breakfast this morning.

Reading Circle Graphs 2

The school board members made the following graph. Study the graph and answer the questions.

1. What percentage of the students had milk for breakfast?

2. What percentage had no milk for breakfast?

3. About _____% of the students had no breakfast.

4. About _____% of the students had no milk.

5. What percentage of the students had meat for breakfast?

6. What percentage had some breakfast but no milk?

7. _____% had good breakfasts. (A good breakfast has food from at least the dairy group, fruit group and cereal group.)

REVIEW EXERCISES

Answer the following questions before you do another reading chapter.

1. Circle the foods below that are good sources of carbohydrates.

   a. rice
   b. sugar
   c. milk
   d. eggs
   e. noodles
   f. potatoes

2. Circle the foods below that are good sources of complete protein.

   a. bread
   b. eggs
   c. fish
   d. chicken
   e. dry beans
   f. poultry

3. Circle the foods below that are good sources of incomplete protein.

   a. candy
   b. meat
   c. dry beans
   d. fish
   e. soybeans
   f. soda

4. Circle the foods which will give you complete protein.

   a. dry beans cooked in water
   b. peanut butter sandwich and milk
   c. dry beans cooked in beef stock
   d. chicken and whole wheat bread

5. Circle the minerals in the list below.

   a. calcium
   b. iodine
   c. carbohydrates
   d. fats

6. Heat will destroy

   a. vitamin D.
   b. vitamin A.
   c. vitamin C.
   d. minerals.

7. The chemical substances in food that keep us healthy are

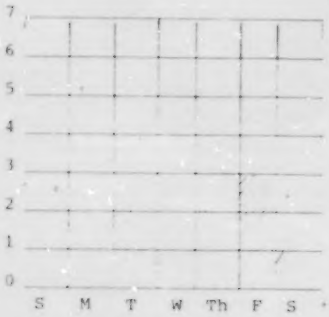
   a. fats.
   b. sugar.
   c. complete proteins.
   d. nutrients.

8. What is the basic material in every cell?

a. protein
b. fat
c. water
d. vitamins

9. Read the following bar graph. Answer the questions below.

Group 1 Dairy Products



This graph shows the number of servings Alice had of dairy products each day for one week.

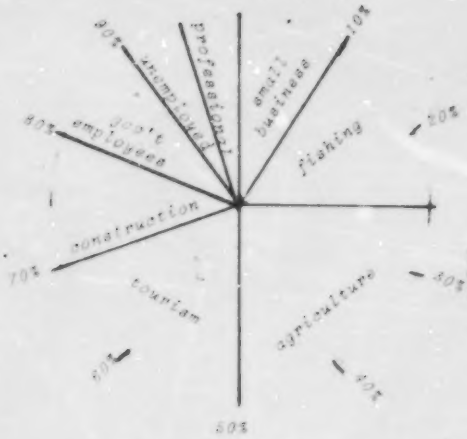
a. How many servings did Alice have on Saturday?

b. How many servings did she have on Wednesday?

c. On which days does Alice have enough servings from Group 1 foods?

d. List four foods from Group 1.

10. Read the following circle graph. Answer the questions below.



This chart shows the percentage of workers in occupations on Mahimahi Island.

a. What percentage of the people work for the government?

b. What percentage of the people are unemployed?

c. _____% of the people work in agriculture.

d. _____% of the people do not have jobs.

e. Which industries employ the most people on Mahimahi Island?

f. About _____% of the people do not work in the three big industries on Mahimahi Island.

g. About _____% of the people work for the major industries on Mahimahi Island.

h. About _____% of the people work in small businesses.

i. List three examples of small businesses in Tamarind City.

j. List three examples of small businesses in Honolulu.

UNIT IV

THE HOSPITAL STAFF

PREVIEW

Unit IV contains information about the people who work in hospitals. You will learn that all the people who take care of the patients in a hospital have special training. Also, you will learn that there are two important groups of people who take care of the patients. One of the groups is the nursing personnel. The other group is the medical personnel.

There are two major vocabulary sections in Unit IV. One of the sections deals with medical terms you will hear in the hospital. The other section deals with position words such as, above, under and next to. The position words are important to understand in reading and in listening. As a nursing aide, you will have to follow spoken and written directions. Often the directions will contain one or more of the position words you will study in this unit.

NURSING PERSONNEL

READING 8

Many people work in hospitals. Registered nurses and licensed p_ _ _ _ _ _ _ _ nurses work in hospitals. W_ _ _ clerks and nursing aides _ _ _ _ work in hospitals. Nurses h_ _ take care of the p_ _ _ _ _ _ _ in a hospital. Nursing _ _ _ _ _ help the nurses. Ward c_ _ _ _ _ take care of the p_ _ _ _ work in a hospital.

_ head nurse is a r_ _ _ _ _ _ _ _ _ nurse. A head nurse _ _ responsible for all the n_ _ _ _ _ _ care in a part _ _ the hospital.

A charge n _ _ _ _ is a registered nurse. W _ _ _ the head nurse is _ _ _ duty, the charge nurse c_ _ take over. A charge n_ _ _ _ reports to the head n_ _ _ _.

A staff nurse is _ registered nurse. A staff n_ _ _ _ is a team leader.

L_ _ _ _ _ _ _ practical nurses help the r_ _ _ _ _ _ _ _ _ nurses. Nursing aides work w_ _ _ licensed practical nurses.

NURSING PERSONNEL

READING 8

Many people work in hospitals. Registered nurses and licensed practical nurses work in hospitals. Ward clerks and nursing aides also work in hospitals. Nurses help take care of the patients in a hospital. Nursing aides help the nurses. Ward clerks take care of the paper work in a hospital.

A head nurse is a registered nurse. A head nurse is responsible for all the nursing care in a part of the hospital.

A charge nurse is a registered nurse. When the head nurse is off duty, the charge nurse can take over. A charge nurse reports to the head nurse.

A staff nurse is a registered nurse. A staff nurse is a team leader.

Licensed practical nurses help the registered nurses. Nursing aides work with licensed practical nurses.

COMPREHENSION

1. Name the two kinds of nurses in a hospital.
2. What do ward clerks do?
3. List the three kinds of registered nurses.
4. Which registered nurse has the most responsibility?
5. Who can take over the nursing duties when the head nurse is off duty?
6. What is the title of Reading 8?
7. What does personnel mean? Try to write a definition without using your dictionary.

NURSING PERSONNEL

READING #4

Many people work in hospitals. As a nursing aide y _ _ will work closely with t _ _ nursing personnel. Nursing personnel g _ _ _ nursing care and services t _ the patients. Registered nurses, l _ _ _ _ _ _ _ practical nurses (LPN), ward c _ _ _ _ _ and nursing aides are _ _ _ _ _ _ _ _ _ in nursing personnel.

Head n _ _ _ _ _, charge nurses and staff n _ _ _ _ _ are registered nurses. A h _ _ _ nurse is responsible for t _ _ nursing care of all p _ _ _ _ _ _ _ in a particular part _ _ the hospital. A charge n _ _ _ _ can take over the r _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ of a head nurse w _ _ _ the head nurse is _ _ _ duty. A charge nurse r _ _ _ _ _ _ to the head nurse. _ staff nurse is sometimes c _ _ _ _ _ a team leader. A s _ _ _ _ nurse is often responsible f _ _ the nursing care of _ group of patients.

Licensed p _ _ _ _ _ _ _ _ nurses do many bedside n _ _ _ _ _ _ procedures. Ward clerks take c _ _ _ of the paper work f _ _ a ward.

NURSING PERSONNEL

READING #A

Many people work in hospitals. As a nursing aide you will work closely with the nursing personnel. Nursing personnel give nursing care and services to the patients. Registered nurses, licensed practical nurses (LPN), ward clerks and nursing aides are included in nursing personnel.

Head nurses, charge nurses and staff nurses are registered nurses. A head nurse is responsible for the nursing care of all patients in a particular part of the hospital. A charge nurse can take over the responsibilities of a head nurse when the head nurse is off duty. A charge nurse reports to the head nurse. A staff nurse is sometimes called a team leader. A staff nurse is often responsible for the nursing care of a group of patients.

Licensed practical nurses do many bedside nursing procedures. Ward clerks take care of the paper work for a ward.

COMPREHENSION

1. Circle the people who are not included in nursing personnel.

   a. ward clerks
   b. patients
   c. registered nurses
   d. licensed practical nurses
   e. doctors
   f. nursing aides

2. What is another name for a staff nurse?

   a. head nurse
   b. licensed nurse
   c. ward clerk
   d. team leader

3. A head nurse is responsible for

   a. the nursing care for all the people in a hospital.
   b. the nursing care for all patients in a part of the hospital.
   c. filling in admission forms and setting up a filing system in the unit.
   d. planning menus and recording what the patients eat.

4. When the head nurse is off duty, who can take over for the head nurse?

   a. the charging nurse
   b. the licensed practical nurse
   c. the nursing aide
   d. the charge nurse

5. A staff nurse is responsible for

   a. the nursing care of all the patients in a unit.
   b. the nursing care of a group of patients in a unit.
   c. planning menus and recording what the patients eat.
   d. the nursing care of all the patients in a hospital.

6. Which of the following is responsible for the paper work for a ward?

   a. nursing aide
   b. head nurse
   c. ward clerk
   d. charge nurse

7. Number the following nursing jobs from the one with the most responsibility to the one with the least responsibility.

   ___ a. charge nurse
   ___ b. head nurse
   ___ c. licensed practical nurse
   ___ d. staff nurse

HOSPITAL WARDS

READING 9

Pilikia Nui Hospital is in Tamarind City. Pilikia Nui Hospital has s_ wards. A ward is _ special part of a h_____. The patients stay in w____.

Patients who have diseases ___ in the medical ward.

P_____ who are having surgery ___ in the surgical ward.

T_ maternity ward is for w____. It is for women w_ are going to have b_____.

The pediatric ward is f_ children.

The psychiatric ward ___ for patients who have m_____ illnesses.

The intensive care w____ is another ward. The ____ care ward is for v_ sick patients.

These are t_ six wards in Pilikia N_ Hospital.

HOSPITAL WARDS

READING 9

Pilikia Nui Hospital is in Tamarind City. Pilikia Nui Hospital has six wards. A ward is a special part of a hospital. The patients stay in wards.

Patients who have diseases are in the medical ward.

Patients who are having surgery are in the surgical ward.

The maternity ward is for women. It is for women who are going to have babies.

The pediatric ward is for children.

The psychiatric ward is for patients who have mental illnesses.

The intensive care ward is another ward. The intensive care ward is for very sick patients.

These are the six wards in Pilikia Nui Hospital.

COMPREHENSION

1. How many wards are in Pilikia Nui Hospital?
2. Who stays in the wards?
3. Are there patients with diseases in the medical ward?
4. What kind of patients are in the surgical ward?
5. Which ward is for women patients only?
6. Which ward is for children?
7. Are patients with mental illnesses in the intensive care ward?
8. Which ward is for very sick patients?

9. Which ward is for patients with mental illness?

10. A child has a fever. Which ward is he in?

PILIKIA NUI HOSPITAL
DIRECTORY

	FLOOR
X RAY	1
LABORATORIES	1
MEDICAL WARD	2
PEDIATRIC WARD	2
MEDICAL WARD	3
SURGICAL WARD	3
MATERNITY WARD	4
INTENSIVE CARE WARD	5
PSYCHIATRIC WARD	5

HOSPITAL WARDS

READING 9A

A ward is an area of the hospital for patients with similar diseases or injuries. In Pilikia Noi Hospital _ _ Tamarind City there are s_ _ important wards.

The medical w_ _ _ is for people with d_ _ _ _ _ _ _ or other medical problems.

T_ _ surgical ward is for p_ _ _ _ _ who are having tests t_ see if they need s_ _ _ _ _ _. The surgical ward is _ _ _ _ for people who are g_ _ _ _ to have surgery. People w_ _ have just had surgery m_ _ be in the surgical w_ _ _ also.

The maternity ward _ _ another area of the h_ _ _ _ _ _ _. The maternity ward is f_ _ women who are going t_ have babies. It is f_ _ the care of women d_ _ _ _ _ pregnancy and childbirth. The m_ _ _ _ _ _ _ _ ward is also called t_ _ obstetric ward.

The pediatric w_ _ _ is for children who _ _ _ less than 16 years _ _ _.

The psychiatric ward is f_ _ patients who have mental _ _ _ _ _ _ _ _ _ _.

The intensive care unit _ _ for patients who are v_ _ _ sick. Patients in the _ _ _ _ _ _ _ _ _ _ care unit need more s_ _ _ _ _ _ care than patients in _ _ _ _ _ areas of the hospital.

HOSPITAL WARDS

READING 9A

A ward is an area of the hospital for patients with similar diseases or injuries. In Filikia Oui Hospital in Tamarind City there are six important wards.

The medical ward is for people with diseases or other medical problems.

The surgical ward is for people who are having tests to see if they need surgery. The surgical ward is also for people who are going to have surgery. People who have just had surgery may be in the surgical ward also.

The maternity ward is another area of the hospital. The maternity ward is for women who are going to have babies. It is for the care of women during pregnancy and childbirth. The maternity ward is also called the obstetrics ward.

The pediatric ward is for children who are less than 16 years old.

The psychiatric ward is for patients who have mental illnesses.

The intensive care unit is for patients who are very sick. Patients in the intensive care unit need more special care than patients in other areas of the hospital.

COMPREHENSION

1. What is a ward?
2. How many important wards are there in Pilikia Nui Hospital?
3. What kinds of patients are in the medical ward?
4. What three types of patients may be in the surgical ward?
5. Which ward is for women who are going to have babies?
6. What ward is for children under 16 years old?
7. What patients are in the psychiatric ward?
8. Which patients are in the intensive care unit?
9. Does the maternity ward ever have men as patients?
10. What is another name for the maternity ward?

VOCABULARY

Read the following information and do the exercises.

Words which have about the same meaning are called synonyms. Sick and ill are synonyms. They mean the same thing. A person who is sick or ill has an illness or sickness. Illness and sickness are synonyms. A disease is an illness. Some examples of diseases are colds, flu, sore throat, measles, mumps, heart disease and cancer.

An injury is not an illness. An injury is damage to the body. Usually injuries happen in accidents. Examples of injuries are broken bones, bruises, cuts, sprains and burns.

1. Mr. Lee is sick. He has the flu. He is in Pilikia Nui Hospital. What ward is he in?
2. Mrs. Park has a broken leg. She must have an operation. She is in Pilikia Nui Hospital. What ward is she in?
3. Mrs. Martin is going to have a baby. She is in Pilikia Nui Hospital. What ward is she in?
4. Ron Turner is 17 years old. He is mentally ill. What ward is he in?

5. William Gomes is six years old. He has burns on his hands. What ward is he in?

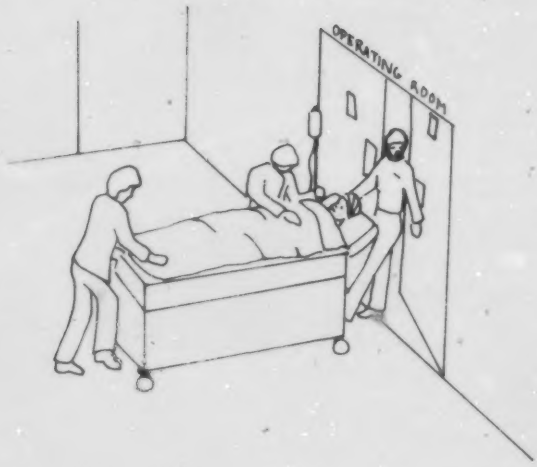
The doctor who works in the Surgical Ward is a surgeon. A patient in the Surgical Ward may have an operation. Another word for operation is surgery. In the pairs of sentences below add the correct words to make sentence 'b' mean the same thing as sentence 'a'.

6a. Mrs. Harvey is going to have surgery today.

b. Mrs. Harvey is going to have an _____ today.

7a. Mr. Liem is going to have _____ on Wednesday.

b. Mr. Liem is going to have _____ on Wednesday.



MEDICAL PERSONNEL

READING 10

The medical personnel in a hospital examine patients. The medical personnel write m_ _ _ _ _ _ orders for each patient. D_ _ _ _ _ _ are the medical personnel _ _ hospitals. Doctors examine the p_ _ _ _ _ _ _. Doctors write medical orders f_ _ each patient. Another word f_ _ doctor is physician.

All d_ _ _ _ _ _ must graduate from college. _ _ _ doctors must graduate from m_ _ _ _ _ _ school. Hospitals have different k_ _ _ _ of doctors.

An intern _ _ a new doctor. An _ _ _ _ _ _ _ is a doctor who h_ _ just graduated from medical s_ _ _ _ _. A doctor must spend t_ _ first year after medical s_ _ _ _ _ working in a hospital. D_ _ _ _ _ the first year after m_ _ _ _ _ _ school a doctor is _ _ intern.

Some doctors become s_ _ _ _ _ _ _ _ _ _ _. They spend more time s_ _ _ _ _ _ _ and working in a h_ _ _ _ _ _ _. Doctors who want to b_ specialists work and study _ _ _ the time at one h_ _ _ _ _ _ _. We call this kind _ _ doctor a resident.

Most d_ _ _ _ _ _ _ have offices outside the h_ _ _ _ _ _ _. They come to the h_ _ _ _ _ _ _ to take care of t_ _ _ _ patients. At the hospital t_ _ _ _ doctors are called attending p_ _ _ _ _ _ _ _ _.

All the doctors at t_ _ hospital are medical personnel. T_ _ _ _ are different kinds of d_ _ _ _ _ _. The correct title for _ _ _ medical personnel is "doctor."

MEDICAL PERSONNEL

READING 10

The medical personnel in a hospital examine patients. The medical personnel write medical orders for each patient. Doctors are the medical personnel in hospitals. Doctors examine the patients. Doctors write medical orders for each patient. Another word for doctor is physician.

All doctors must graduate from college. All doctors must graduate from medical school. Hospitals have different kinds of doctors.

An intern is a new doctor. An intern is a doctor who has just graduated from medical school. A doctor must spend the first year after medical school working in a hospital. During the first year after medical school a doctor is an intern.

Some doctors become specialists. They spend more time studying and working in a hospital. Doctors who want to be specialists work and study all the time at one hospital. We call this kind of doctor a resident.

Most doctors have offices outside the hospital. They come to the hospital to take care of their patients. At the hospital these doctors are called attending physicians.

All the doctors at the hospital are medical personnel. There are different kinds of doctors. The correct title for all medical personnel is "doctor."

COMPREHENSION

1. Circle the medical personnel.

   a. physicians
   b. interns
   c. attending physicians
   d. registered nurses

2. What is another word for doctor?

   a. physical
   b. physicist
   c. doctor
   d. physician

3. Circle the duties of medical personnel.

   a. They give nursing care to patients.
   b. They examine patients.
   c. They write medical orders.
   d. They help with the nursing care.

4. What do we call doctors the first year after medical school?

   a. They are interns.
   b. They are residents.
   c. They are attending physicians.
   d. They are personnel.

5. John Young is an intern at the hospital. You are a nursing aide. How do you address him?

   a. John
   b. Mr. John
   c. Mr. Young
   d. Dr. Young

6. Sheila Mau is a resident at the hospital. You are an LPN. How do you address her?

   a. Miss Sheila
   b. Dr. Mau
   c. Dr. Sheila
   d. Ms. Mau

7. Match the definitions on the right with the correct names on the left. (Tr1)

_____	1. resident	a. helps the nurses take care of patients
_____	2. physician	b. a doctor just finished with medical school
_____	3. intern	c. licensed practical nurse
_____	4. nursing personnel	d. takes care of paper work
_____	5. attending physician	e. a doctor who has an office away from the hospital
_____	6. LPN	f. all the people who help take care of patients by giving nursing care
_____	7. head nurse	g. another word for doctor
_____	8. ward clerk	h. a doctor who is studying to be a specialist
_____	9. nursing aide	i. the person in charge of all the nursing care in a part of the hospital
_____	10. RN	j. registered nurse

RECOGNITION EXERCISES

Exercise 1

_____	Where is Jim?	Here is Jim.
_____	Jim is here.	Jim is here.
_____	I don't know.	I don't know.
_____	I am a student.	I am a student.
_____	He works.	He walks.
_____	They will walk.	They will work.
_____	Will they work?	Will they walk?
_____	Here is Alice.	There is Alice.
_____	I'm from Korea.	I'm from Korea.
_____	She won't go.	He won't go.

time: _____ sec. _____% correct

Exercise 2

_____	Are you here?	Are you there?
_____	Where are you?	There you are.
_____	He's smart.	She's smart.
_____	Come in.	Come in.
_____	Don't go.	Don't go.
_____	He is here.	He is there.
_____	Will he walk?	Will he walk?
_____	They won't work.	They won't walk.
_____	Please call back.	Please call back.
_____	Don't fall.	Don't call.

time: _____ sec. _____% correct

Exercise 3

_____ There he is.	There he is.
_____ I like mice.	I like rice.
_____ I'm unhappy.	I'm happy.
_____ He's happy.	He's happy.
_____ Right here.	Right there.
_____ I feel bad.	I feel bad.
_____ Let me know.	Let him know.
_____ Was he sick?	Was she sick?
_____ Cover the patient.	Cover the patient.
_____ Help me.	Help me.
time: _____ sec.	_____% correct

Exercise 4

_____ Call him.	Call Jim.
_____ Write to me.	Write me.
_____ You're happy.	You're happy.
_____ Take a break.	Take it back.
_____ Don't call.	Don't fall.
_____ He walks.	He walks.
_____ She works.	She walks.
_____ Open the door.	Open the door.
_____ Close the doors.	Close the door.
_____ Let me know.	Let him know.
time: _____ sec.	_____% correct

IT'S GREEK TO ME

"It's Greek to me," is an English expression. It means, "I sure don't understand." Do you often feel like saying, "It's Greek to me," when you hear long English words? There really are many Greek (and Latin) words in English. Many words in science and medicine come from Greek and Latin.

You will hear and see many new words in the hospital. Many of the new words will come from Greek and Latin. Some of the new words will end in -logy, which comes from Greek and means "the study of..." For example, biology means the study of living things. (Bio- means life in Greek.) Psychology means the study of the mind. (Psycho- means mind in Greek.)

Here is an exercise to help you understand how the ending -logy works. You do not need to learn all of these words. Do notice how we use the ending -logy to make a word. Then when you hear or see these words you won't have to say, "It's Greek to me."

1. anesthesio + logy = anesthesiology, the study of anesthesia. (anesthesia)

2. bacterio + logy = bacteriology, the study of bacteria, germs. (bacteria, germs)

3. bio + logy = biology, the study of living things. (life)

4. cardio + logy = cardiology, the study of the heart. (heart)

5. cranio + logy = craniology, the study of the skull. (skull)

Complete the missing information for the following terms:

6. crimino + logy = criminology, the study of _____. (crime)

7. dermato + logy = dermatology, the study of the _____. (skin)

8. _____ + logy = epidemiology, the study of _____. (epidemic)

9. _____ + logy = geology, the study of the _____. (earth)

10. neuro + _____ = _____, the study of nerves.
(_____)

11. _____ + _____ = pathology, the study of _____.
(disease)

12. _____ + _____ = pharmacology, the study of _____.
(drug)

13. psycho + _____ = _____, the study of the mind.
(_____)

14. radio + _____ = _____, the study of radiation.
(_____)

15. zoo + logy = _____, the study of animals.
(_____)

Some words end in -ist. When -ist is added to a word, the ending means "a person who is skilled." So instead of saying, "She is a person who is skilled in the study of living things," we say, "She is a biologist." (Bio = living things; logy = the study of; -ist = a person who is skilled) Here is an exercise to help you understand how this ending works. You do not need to learn all of these words. Do notice how the ending -ist is used.

1. biology + ist = biologist, a person skilled in the study of biology.

2. bacteriology + ist = bacteriologist, a person skilled in the study of bacteria.

3. anesthesiology + ist = anesthesiologist, a person skilled in the study of anesthesia.

4. cardiology + ist = cardiologist, a person skilled in the study of the heart.

Complete the missing information for the following terms:

5. craniology + ist = craniologist, _____.

6. criminology + _____ = criminologist _____.

7. _____ + ist = dermatologist, _____.

8. epidemiology + ist = epidemiologist, _____.

9. geology + ist = _____, _____.

10. _____ + _____ = neurologist, _____.

11. pathology + ist = _____, _____.

12. _____ + ist = _____, a person skilled in the study of drugs.

13. psychology + _____ = _____, a person skilled in the study of the mind.

14. radiology + ist = radiologist, _____.

15. _____ + _____ = zoologist, _____.

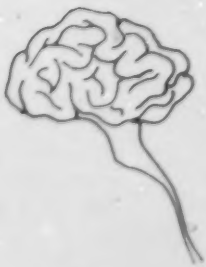
Notice where the stress is in the following words:

1. anesthesiólogy — anesthesiólogist
2. bacteriólogy — bacteriólogist
3. biólogy — biólogist

Indicate where the stress is for the following words:

4. cardiology — cardiologist
5. psychology — psychologist
6. craniology — craniologist
7. criminology — criminologist
8. geology — geologist
9. neurology — neurologist
10. pathology — pathologist

(Tr2)



LANGUAGE USE

[POSITION WORDS]

The position words above and below are used to express vertical positions. Usually above and below indicate the general positions of two areas. Usually the two areas are not touching. Above refers to an area that is higher than another area. Below refers to an area that is lower than another area. The two areas can be close in space or far apart.

Study the following examples:

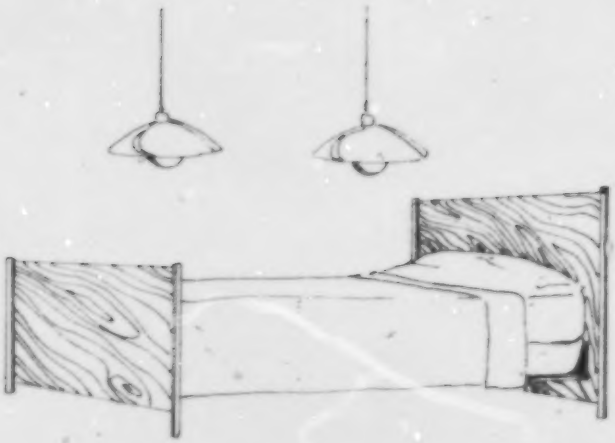
1. The surgical floor is above the first floor.
2. The first floor is below the surgical floor.
3. The bath basin is above the blanket.
4. The blanket is below the bath basin.
5. The heart is above the stomach.
6. The stomach is below the heart.

Over and under also are used to express vertical relationships. Over and under mean almost the same thing as above and below. Over can indicate a specific higher point. Under can express a specific lower point. Over and under can also express a vertical closeness in space.

Study the following examples:

7. Turn the lights on over the bed.

8. Clean the floor under the bed.



Sometimes over/under and above/below are used interchangeably. For example:

9. The light {over / above} your head is out.

10. Put the blanket {below / under} the bath basin.

Underneath is often substituted for under.

11. Put the book {underneath / under} the table.

Under and underneath can indicate that two items are touching.

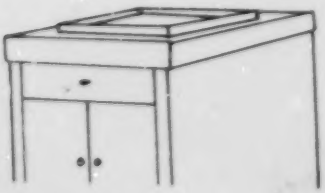
12. The tray is | underneath / under | the pitcher.

Beneath is formal style. It means underneath. Most people use underneath, not beneath, in their speech.

13. The book is | beneath / under / underneath | the table.

On top of is a substitute for on. It indicates that items are touching.

14. Put the tray | on top of / on | the bedside table.



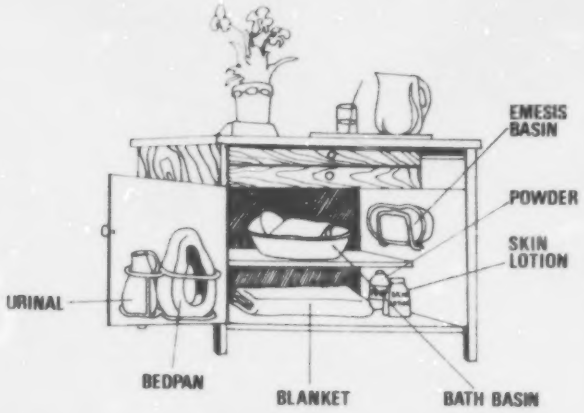
Behind and in front of are used to show horizontal relationships. For example:

15. Alice Chong is walking behind Miss Hookala.

16. Miss Hookala is walking in front of Alice.

17. The powder is behind the skin lotion.

18. The skin lotion is in front of the powder.

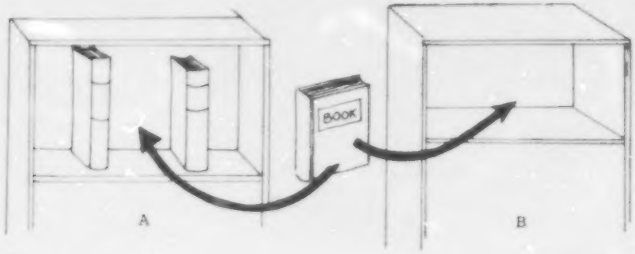


Next to and beside also show horizontal relationships.

19. The flowers are next to the tray.

20. The tray is beside the flowers.

Between, in between, in the middle and in the middle of are position words, too. Study the following examples:



(Tr3)

A

21. Put this book between the other two books.

22. Put this book in between the other two books.

23. Put this book in the middle.

B

24. Put this book in the middle.

25. Put the book in the middle of the shelf.

26. The girl is standing next to her father.

27. The girl is standing beside her father

28. The girl is standing in the middle.

29. The girl is standing between her father and her mother.

30. The girl is standing in between her father and her mother.

POSITION WORDS EXERCISE

Read the following sentences. Look at the pictures. Choose the best position word for each sentence. (Tr4)

1. The flowers are [above / on top of] the bedside table.
2. The pitcher is [on top of / above] the emesis basin.
3. The bath basin is [above / beside] the blanket.
4. The urinal is [next to / below] the bedpan.
5. The blanket is [below / beside] the bath basin.
6. The powder is [below / above] the emesis basin.
7. The skin lotion is [behind / in front of] the powder.
8. The tray is [underneath / on] the pitcher.
9. The pitcher is [on top of / above] the tray.

10. The flowers are [on / over] the bedside table.

11. The glass is [in the middle of / between] the tray.

12. The glass is [in the middle of / between] the flowers and the pitcher.

13. The nurse is leaning [on top of / over] the patient.

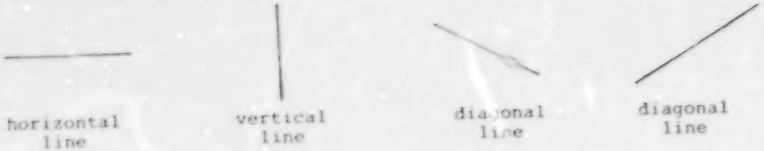
14. Her cap is [on / above] her head.

15. Miss Hookala is walking [beside / in front of] Miss Chong.

16. Miss Chong is walking [behind / in front of] Miss Hookala.

LINES

Straight lines: These lines are straight.



horizontal line

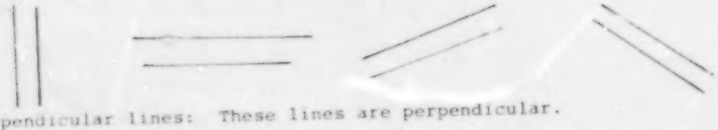
vertical line

diagonal line

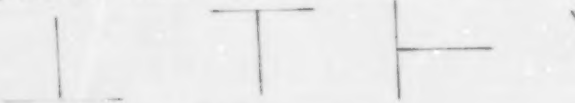
diagonal line

Curved lines: These lines are curved.

Parallel lines: These lines are parallel.



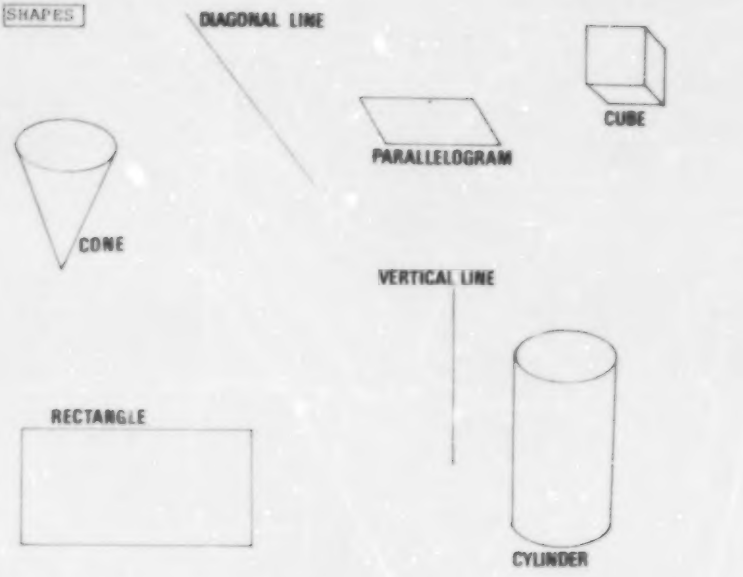
Perpendicular lines: These lines are perpendicular.



Angles: These are angles.

This is a 90^{o} angle.
This is a right angle.

SHAPES


DIAGONAL LINE
CUBE
PARALLELOGRAM
CONE
VERTICAL LINE
RECTANGLE
CYLINDER
HORIZONTAL LINE
SQUARE
DIAMOND
TRAPEZOID
CIRCLE
RIGHT TRIANGLE

COMPREHENSION LINES AND SHAPES

Look at the map of Tamarind City. Answer the following questions.

1. Which streets are parallel to the ocean?

2. Which streets are perpendicular to Banyan Tree Street?

3. Which streets form right angles with Monkeypod Avenue?

4. What shape is the Tamarind City Bank?

5. What shape is the house at 1220 Banyan Tree Street?

WORD PUZZLE

Find the complete words in the square. The words may be horizontal or vertical. Do not try to find words diagonally. Circle the words you find. Look for words you have studied in past lessons, for example, to, in, from and between. (Tr5)

A B O V E O I I N T O W A R D O
B E H I N D U N D E R N E A T H
O L M I D D L E B N E X T T O A
V O F N T O O N W C I O N T N T
E W T O N I N Y T O W A R D O O
B E L O W Z N T O O N A T A T W
E L S W E A S A I W F R O M O A
T Q U A S O U T H A A D I O S R
W U M T A B O V E R I C N N I D
E B E H I N D Y D D N E X T T O
E O Y A A T B E T W E E N T O N
N E X T T O I N O V E R I N L F

UNIT V

BODY LANGUAGE

PREVIEW

Most of the information in this unit deals with the parts of the body. It is essential that you know the English words for the various parts of the body. You must be able to recognize the terms for the body in your reading and also be able to use the terms in your speech. The patients and your supervisors in the hospital will expect you to know the parts of the body.

Another section of Unit V deals with the structure, "going to..." Actually, there are two structures which look very much alike. You will work with both structures in this unit. Both structures start with the words "going to." One structure indicates an action that has not happened. It is used to indicate future tense. The structure looks like this:

subject + be-verb + going + to + verb
(noun or pronoun)

For example,

a.	I	+	am	+	going	+	to	+	study
	subj.		be-verb		going		to		verb
b.	Jane	+	was	+	going	+	to	+	read
	subj.		be-verb		going		to		verb

"Going to" also appears in structures where "going" means movement and "to" means the place a person or thing is moving. So this structure tells where a person or thing is moving or going. The structure looks like this:

subject + be-verb + going + to + noun.
(noun or pronoun)

For example,

c.	They	+	were	+	going	+	to	+	the hospital
	subj.		be-verb		going		to		noun
d.	Alice	+	is	+	going	+	to	+	the beach
	subj.		be-verb		going		to		noun

As you work through Unit V, be sure you learn all the vocabulary for the parts of the body. Also, be sure you understand the two "going to" structures in the unit.

FOLLOWING WRITTEN DIRECTIONS

Read all the directions before you start to write.

1. Write your full name on the line. _____

2. Write your full name in the upper right hand corner of this page.

3. Print your first name in the box.

4. Print your last name on the line.

_____

5. Draw a circle (◡) around the word 'name' in sentence 4.

6. Print your last name in the upper left hand corner in the box.

7. Print your first name in the lower right hand corner in the box.

8. Sign your name on the bottom line in the box.

9. Write your middle name in the middle of the box.

10. Write your date of birth in the upper left hand corner of this page.

11. Write your place of birth under your date of birth.

12. Do only directions 1, 2, 3, 4, and 12. Do not do any others.

READING THE MAP OF TAMARIND CITY

Look at the map of Tamarind City.

1. Alice lives in the Hibiscus Court Apartments. What is her address?

2. The Hibiscus Court Apartments are on the corner of two streets. What are they?

3. The supermarket is on the corner of two streets. What are they?

4. What is the address of the supermarket?

5. Alice is going to walk from her apartment to the supermarket. What streets will she walk along?

6. Will she walk on Volcano Lane? Will she go by Volcano Lane?

7. A block is on a street from one corner to the next corner. How many blocks will Alice walk to the store?

8. Virginia Fisher lives at 1219 Volcano Lane. Virginia is going to the supermarket. What streets will she walk along?

9. How many blocks will she walk?

10. Alice and Virginia are going to the supermarket at the same time. They are walking. Who will get there first?

V

171

RECOGNITION EXERCISES

Exercise 1

____ Don't call.	Don't call.
____ Please call.	Please fall.
____ I'll wait.	I wait.
____ He walks.	He walks.
____ She waits.	She'll wait.
____ They'll walk.	They'll wait.
____ They'll go.	They'll grow.
____ We'll call.	We'll call.
____ When will he come?	When will she come?
____ He'll cry.	She'll cry.
time: ____ sec.	____% correct

Exercise 2

____ He caught a cold.	She cauqht a cold.
____ He sneezed.	He'll sneeze.
____ She sneezed.	She wheezed.
____ When will he go?	Where will he go?
____ Work quickly.	Work quickly.
____ There are two germs.	Here are two germs.
____ She didn't see us.	She didn't see us.
____ She has two gems.	She has two germs.
____ I'll call.	I'll fall.
____ He works quickly.	He walks quickly.
time: ____ sec.	____% correct

Exercise 1

_____ in the hospital	in the hospital
_____ on the body	in the body
_____ to town	two towns
_____ a lot of words	a lot of wards
_____ on the ward	on the wards
_____ in surgery	in surgery
_____ at the desk	in the desk
_____ the doctor	the doctors
_____ the nurses	the nurses
_____ two aides	the aides
time: _____ sec.	_____% correct

Exercise 4

_____ three wards	three wards
_____ I'll be here.	I'll be there.
_____ all the germs	all the gems
_____ to the wards	in the wards
_____ walk to work	walk to work
_____ You're walking.	You're working.
_____ They run.	They run.
_____ You run.	You ran.
_____ at the beach	on the beach
_____ They're working.	They're working.
time: _____ sec.	_____% correct

THE HEART AND LOVE

In English some parts of the body are thought of as symbols.

Sometimes the heart is a symbol of love. For example, in the song "I Left my Heart in San Francisco" the word heart means love or lover. Many idioms use the word heart to mean love. For example, a heart throb is a boy friend or a girlfriend. A sweetheart is a loved one.

There is a holiday to celebrate love. It is called Valentine's Day. On Valentine's Day people give gifts or greeting cards to the ones they love. We call these gifts and cards valentines. The symbol of this holiday is a red heart called a valentine.

The heart is also a symbol of sadness. Sometimes people are sad. Then we say they are downhearted. We say a very sad person who has lost or has been disappointed by a loved one has a broken heart.

These are some of the idioms which use heart as a symbol. (Trl)

COMPREHENSION

1. "I Left my Heart in San Francisco" means

   a. I don't have a heart.
   b. I like San Francisco.
   c. my lover is in San Francisco.
   d. I was sick in San Francisco.

2. The symbol of Valentine's Day is

   a. a gift.
   b. a heart.
   c. a holiday.
   d. a greeting card.

3. Mr. Jones is very sad. He has a

   a. broken heart.
   b. sweetheart.
   c. downhearted.
   d. heart attack.

4. The heart is a symbol in English of

   a. happiness and love.
   b. sadness and happiness.
   c. love and sadness.
   d. broken hearts.

5. I have a sweetheart means

   a. I love someone.
   b. My heart is sweet.
   c. I love sweets.
   d. I am healthy.

6. He gave me a valentine means

   a. he gave a gift to me.
   b. I receivwd a heart.
   c. he gave his heart to me.
   d. he is downhe@ted.

7. John is downhearted means

   a. John is sick.
   b. John is dead.
   c. John is sad.
   d. John is gone.

8. Jane has a heart throb means

   a. Jane is sick.
   b. Jane has a heart that beats too fast.
   c. Jane has a boy friend.
   d. Jane has heart disease.

VOCABULARY

1. symbol -

2. idiom -

3. valentine -

4. holiday -

5. throb -

6. sweet -
   sweets -

7. sweetheart -

Is there a symbol in your native language for love?

What is the symbol?

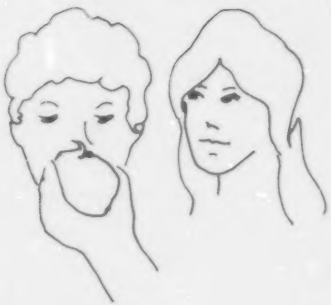
Is the heart a symbol in your native language? What does it symbolize?

THE ADAM'S APPLE

READING II

Your Adam's apple is in your throat. You can feel your _ _ _ _ _'_ apple when you swallow. P_ _ your hand on your t_ _ _ _ _. Now swallow. The part _ _ your throat that moved _ _ your Adam's apple. There _ _ a story about the _ _ _ _'_ apple. This is an _ _ _ story. Parents told this s_ _ _ _ to their children. The s_ _ _ _ tells why some men h_ _ _ an Adam's apple that s_ _ _ _ _ out. This is the s_ _ _ _.

Long ago there were _ _ _ _ two people on earth. T_ _ _ _ was a man named _ _ _ _. There was a woman n_ _ _ _ Eve. Eve picked an _ _ _ _ _ from a tree. She h_ _ been told not to t_ _ _ the apple. She did n_ _ eat the apple. Sh_ g_ _ _ the apple to Adam. H_ had been told not t_ eat the apple. He t_ _ _ a bite of the _ _ _ _ _. A piece of the _ _ _ _ _ caught in his throat. H_ coughed. The piece of _ _ _ _ _ stayed in his throat. T_ _ piece of apple made p_ _ _ of his throat stick _ _ _. So the part of _ man's throat that sticks _ _ _ is called an Adam's _ _ _ _ _.



THE ADAM'S APPLE

READING II

Your Adam's apple is in your throat. You can feel your Adam's apple when you swallow. Put your hand on your throat. Now swallow. The part of your throat that moved is your Adam's apple. There is a story about the Adam's apple. This is an old story. Parents told this story to their children. The story tells why some men have an Adam's apple that sticks out. This is the story.

Long ago there were only two people on earth. There was a man named Adam. There was a woman named Eve. Eve picked an apple from a tree. She had been told not to take the apple. She did not eat the apple. She gave the apple to Adam. He had been told not to eat the apple. He took a bite of the apple. A piece of the apple caught in his throat. He coughed. The piece of apple stayed in his throat. The piece of apple made part of his throat stick out. So the part of a man's throat that sticks out is called an Adam's apple.

V

COMPREHENSION

1. Where is the Adam's apple?

   a. It's in the throat.
   b. It's in the hand.
   c. It's in the book.
   d. It's in the apple.

2. Why did parents tell their children this story?

   a. to scare their children
   b. to make their children stop eating apples
   c. to explain why sometimes part of the throat sticks out
   d. to explain why some people cough when they eat apples

3. In the story what did Eve do first?

   a. She talked to Adam.
   b. She picked the apple.
   c. She gave the apple to Adam.
   d. She took a bite of the apple.

4. Number the sentences below in the order they happened in the story. (Tr2)

   _____ a. Adam coughed.

   _____ b. The bite of apple stayed in Adam's throat.

   _____ c. Eve gave the apple to Adam.

   _____ d. Eve picked an apple.

   _____ e. Adam took a bite of the apple.

Mark the sentence in each group that means the same as the original sentence. (Tr3)

5. A piece of apple caught in his throat.

   a. He ate the apple.
   b. He swallowed the apple.
   c. A piece of apple was in his throat.

6. She had been told not to take the apple.

   a. Someone told her not to take the apple.
   b. She was told to take the apple.
   c. She took the apple.

TIMELY TIPS ON HEALTH AND SAFETY-OPERATION LIFT*

You give a lift to lots of things every day--briefcases, suitcases, boxes, shopping bags, books. Before that too-heavy bundle lifts you off your feet and puts you flat on your back, be sure that you can handle it.

FROM HEAVE TO HO

Some basic rules apply to lifting all objects:

Stand close to the object, feet flat on the floor about 12 inches apart.

Keeping spine straight, bend knees and grasp object.

Lift by straightening your legs. (Do not pull upwards with your arms and back.)

Face the direction in which you plan to carry the object. Its weight will pull you in the right direction.

HAVE SUITCASE, WILL TRAVEL

To get off the ground with a briefcase or a suitcase that is chock-full, use other tactics:

Stand beside the suitcase, move upper body slightly forward, and bend knees.

Straighten knees and lift suitcase gradually.

Shift weight slightly to the side opposite your suitcase. Keep weight centered over your feet--don't bend at waist. Raising your free arm will help to keep your spine erect.

As you walk keep the case close to you and maintain body alignment. Don't slide hips to the side.

Hint: two suitcases are better than one, because equally-balanced burdens put less strain on your spine.

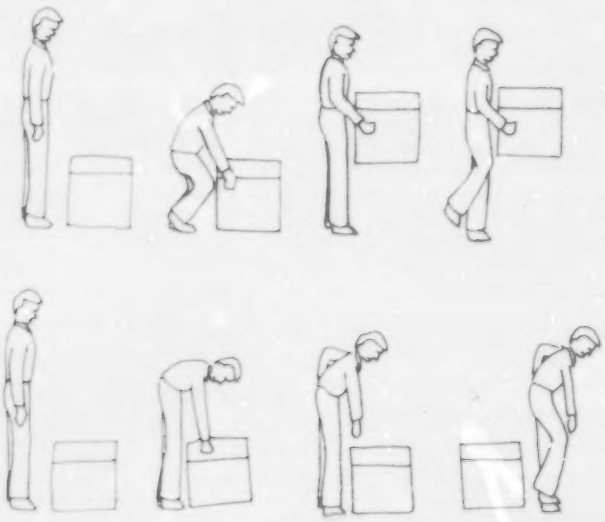
*Reprinted with permission of the American Medical Association. Copyright 1969, 1970.

IF IT'S OVER YOUR HEAD

Lifting a box from the closet shelf can tip you off your tiptoes. To maintain your balance, place one foot forward. Reach for the box with your weight on the forward foot; as the box comes forward, gradually shift weight to the back foot. Keeping your back straight and in line with your hips prevents a backwards fall or a sprain from arching.

EASY WAY OUT

Lifting requires 32 times the energy of pushing. So relax and push, if possible. Keep your spine straight and your hips low. Push the object from its center weight.



COMPREHENSION

Use classroon objects or bring some things from home. Follow the instructions in the reading for lifting, carrying and pushing the objects.

VOCABULARY

This reading contains many idioms and other words you should know.

1. to give a lift - to raise up.

   "You give a lift to lots of things everyday."

   Also, we can give people a lift. When we give someone a lift, we give them a ride in the car. Someone might say, "Do you want a lift?" That means, "Do you want a ride in my car?"

2. flat on your back - in bed because of an illness or injury. This is informal speech. It would n t be used for someone who is seriously sick or injured.

   He's flat on his back with a broken leg.

3. heave ho - an old expression used when people lift or pull something heavy.

4. chock-full - very full.

   The closet is chock-full of junk.

5. tiptoes-n- the end of your toes.
   to tiptoe-v.- to walk or stand on the front part of your foot so your heal is n t touching the floor.

   We stood on our tiptoes to reach the medicine.

SHORT READINGS

1. A nurse's aide must know the parts of the human body. The head is called t_ _ cranial region. Cranial is _ medical term. Cranial means h_ _ _. Inside the head is t_ _ brain. There are major s_ _ _ _ organs in the head. Y_ _ see with your eyes. Y_ _ _ eyes give you your s_ _ _ _ of sight. You hear w_ _ _ your ears. Your ears g_ _ _ you your sense of h_ _ _ _ _ _. You taste with your t_ _ _ _ _. Your tongue gives you y_ _ _ sense of taste. You s_ _ _ _ with your nose. Your n_ _ _ gives you your sense _ _ smell.

2. The chest area of the human body contains the heart and lungs. The abdominal area is b_ _ _ _ the chest. Most people c_ _ _ this area the stomach. _ _ _ _ _ _ _ _, the abdominal area contains m_ _ _ organs. The stomach, intestines, l_ _ _ _ and kidneys are some _ _ the important organs in t_ _ abdominal area.

3. The arms, legs, hands and feet are called extremities. The upper arm starts _ _ the shoulder and ends _ _ the elbow. The forearm s _ _ _ _ _ at the elbow and _ _ _ _ at the wrist.

4. The hand starts at the wrist. Some people say the h _ _ _ has five fingers. One _ _ the fingers is a t _ _ _ _. Some people say the t _ _ _ _ is not a finger. T _ _ _ say the hand has f _ _ _ fingers and a thumb.

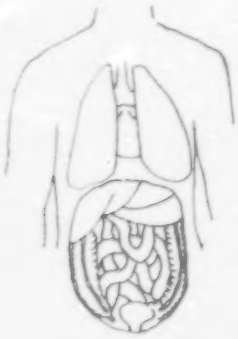
5. The upper part of the leg is the thigh. The thigh starts at t _ _ hips and ends at t _ _ knee. The lower part _ _ the leg is the c _ _ _. The calf starts at t _ _ knee and ends at t _ _ ankle. The front of t _ _ calf is the shin.

6. The foot starts at the ankle. The foot has five t _ _ _. The bottom of the f _ _ _ is the sole. The h _ _ _ part of the sole _ _ the heel.

SHORT READINGS

1. A nurse's aide must know the parts of the human body. The head is called the cranial region. Cranial is a medical term. Cranial means head. Inside the head is the brain. There are major sense organs in the head. You see with your eyes. Your eyes give you your sense of sight. You hear with your ears. Your ears give you your sense of hearing. You taste with your tongue. Your tongue gives you your sense of taste. You smell with your nose. Your nose gives you your sense of smell.

2. The chest area of the human body contains the heart and lungs. The abdominal area is below the chest. Most people call this area the stomach. Actually, the abdominal area contains many organs. The stomach, intestines, liver and kidneys are some of the important organs in the abdominal area.



3. The arms, legs, hands and feet are called extremities. The upper arm starts at the shoulder and ends at the elbow. The forearm starts at the elbow and ends at the wrist.

4. The hand starts at the wrist. Some people say the hand has five fingers. One of the fingers is a thumb. Some people say the thumb is not a finger. They say the hand has four fingers and a thumb.

5. The upper part of the leg is the thigh. The thigh starts at the hips and ends at the knee. The lower part of the leg is the calf. The calf starts at the knee and ends at the ankle. The front of the calf is the shin.

6. The foot starts at the ankle. The foot has five toes. The bottom of the foot is the sole. The back part of the sole is the heel.

CELLS - THE BODY'S BUILDING BLOCKS

Cells are your body's building blocks. Your entire body is made up of cells. All living things are made up of cells. Cells are very small. You need a microscope to see individual cells. Your body is made of millions of cells. There are different kinds of cells in your body. Cells work together in your body. Cells that work together to do a special job are called tissues.

There are four kinds of tissue in your body: epithelial tissue, muscular tissue, nervous tissue and connective tissue.

There is one kind of tissue you can see easily. Epithelial tissue forms the outer layer of the skin and the mucous membranes of the body. There are mucous membranes in your nose, throat and stomach.

Muscular tissue helps hold bones and other body parts in place. It also allows you to move your body. For example, without muscular tissue you could not walk, swallow or breathe.

Nervous tissue carries messages to and from the brain. The brain and spinal cord are made up of nervous tissue.

Connective tissue forms your bones. It also forms your arteries and veins. Bones and blood are made up mostly of connective tissue.

Different kinds of tissue can work together to do special work. When tissues work together they form an organ. Your stomach is an organ. Your heart is an organ.

Groups of organs can work together. Groups of organs that work together are called systems. For example, your digestive system takes in food and gets it ready for your body to use. Your muscular system lets you move your body.

When all these parts of your body work well, you are healthy. You get sick when any one of these parts does not work properly.

COMPREHENSION

1. What are the body's building blocks?

2. What are living things made up of?

3. Which kind of tissue can you see easily?

4. Which tissue allows us to walk?

5. Which tissue carries messages to the brain?

6. Which tissue makes up bones and blood?

7. Give an example of a system.

8. Give an example of an organ that is not listed in the reading.

9. Can you see individual cells?

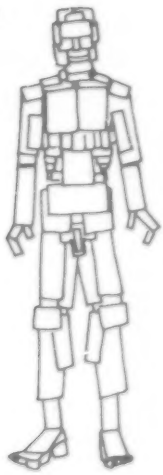
10. Arrange the following in order from the smallest to the largest.

_____ a. organ

_____ b. cell

_____ c. tissue

_____ d. system



BROWN BAG

It is expensive to buy a lunch every day. Many people bring a lunch from home to eat at work. Many students bring lunches from home to eat at school. Usually people bring lunches to work or to school in small brown bags or sacks. A lunch brought from home is called a home lunch or a brown bag lunch. The term brown bag can be used as a noun and as a verb. Study the following dialogs.

Dialog 1

A: What time is it?

B: It's noon. Time for lunch.

A: What are you going to do?

B: | I'm going to brown bag today. |
| I'm brown bagging today. |

Note: In the dialog above, | I'm going to brown bag today | means, I brought my lunch today. I'm not going to buy my lunch.

Dialog 1A

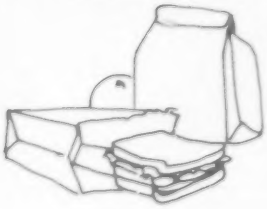
A: What time is it?

B: It's 8:00 p.m.

A: What are you going to do?

B: | I'm going to study. |
| I'm studying tonight. |

Compare Dialog 1 and Dialog 1A. Note: In Dialog 1 brown bag and brown bagging are verbs. They are used the same as study and studying are used in Dialog 1A.



Dialog 2

A: What time is it?

B: It's noon. Time for lunch.

A: Where are you going?

B: I'm going to the brown bag.

A: Where is the brown bag?

B: It's in Room 201. Dr. Richards is speaking about outpatient care.

Note: In the dialog above, I'm going to the brown bag means, I'm going to a lunch-time meeting. Usually a brown bag meeting is a special meeting. People bring their lunches to the meeting and eat during the meeting.

Dialog 2A

A: What time is it?

B: It's noon. Time for lunch.

A: Where are you going?

B: I'm going to the coffee shop.

A: Where is the coffee shop?

B: It's in the hospital.

Compare Dialog 2 and Dialog 2A. Note: In Dialog 2 the brown bag is used the same way as the coffee shop in 2A. In Dialog 2 brown bag is a noun. How do you know that brown bag in Dialog 2 is a noun? Compare Dialog 1 and Dialog 2.

Notice the word the in Dialog 2. The tells us a noun is coming. A, an also tell us nouns are coming. We cannot use a, an, the directly in front of verbs. In Dialog 2 the brown bag is a noun. It is a name. In Dialog 1 brown bag is a verb. It expresses an action.

COMPREHENSION

Circle the letter of the sentence which means the same as the original sentence. (Tr4)

1. It is expensive to buy a lunch every day.

   a. Lunches are expensive.
   b. It costs a lot to buy a lunch every day.
   c. Every day expensive lunches are bought.

2. Many people bring a lunch from home to eat at work.

   a. Lots of people bring home lunches to work.
   b. Many people eat at work.
   c. Many people eat at home.

3. A lunch brought from home is called a brown bag lunch.

   a. Lunches are called brown bags.
   b. Brown bag lunches are eaten at home.
   c. A brown bag lunch is a lunch people bring from home.

Choose the correct meaning for the original sentence listed below. (Tr5)

4. "I'm going to brown bag today" means

   a. I'm going to a lunch-time meeting.
   b. I'm going out to eat.
   c. I'm going to eat a home lunch.

5. A "home lunch" means

   a. a lunch brought to work or school from home.
   b. a lunch brought home from work or school.
   c. a lunch eaten at home.

6. "It is expensive" means

a. something is very nice.
b. something doesn't cost much.
c. something costs a lot.

7. "Many people" means

a. lots of people.
b. some people.
c. all the people.

9. "I'm going to the brown bag" means

a. I'm going to a lunch-time meeting.
b. I'm going out to eat.
c. I'm going to eat a home lunch.

Circle all the words or phrases that can go in the blanks.

9. It is expensive to buy a _____ every day.

lunches lunch dress shoes breakfast

10. _____ people bring a lunch from home.

Students Most Some Many Very

11. Many _____ bring lunches from home to eat at school.

students people teacher children

12. _____ home lunches are brought to work in paper bags.

Never Usually Almost All

13. A home lunch _____ called a brown bag lunch.

are has is have many

THE JOB JAR

READING 12

David and Maria Venasa live in Tamarind City. They live at 1227 V_ _ _ _ _ _ Lane. They have two s_ _ _. Brian is 16 years _ _ _. Their other son, Victor, _ _ 30 years old. The V_ _ _ _ _ also have a daughter, S_ _ _ _ _. She is married. She l_ _ _ _ on the mainland.

Mr. V_ _ _ _ _ owned Omanju Bakery. He w_ _ the first owner. He d_ _ _ _'_ work now. He is r_ _ _ _ _ _. His son, Victor, runs t_ _ bakery now.

Mr. Venasa l_ _ _ _ to think. He thinks _ _ _ _ _ what he is going t_ do. Sometimes he sits _ _ his lanai. Sometimes he g_ _ _ to Mori's Barber Shop. S_ _ _ _ _ _ _ _ he goes fishing. He _ _ _ _ _ _ thinks about what he _ _ going to do.

Mrs. V_ _ _ _ _ wants her husband to w_ _ _ at home. She has _ "job jar" for him. S_ _ puts pieces of paper _ _ the jar. She writes j_ _ _ on the pieces of p_ _ _ _. On one piece of p_ _ _ _ she wrote, "Trim the m_ _ _ _ tree."

Every day Mr. V_ _ _ _ _ chooses a piece of p_ _ _ _. He should do the j_ _ on the paper. Mr. V_ _ _ _ _ doesn't like to work _ _ home. Mr. Venasa doesn't d_ the job. He goes t_ Mori's Barber Shop. Or h_ goes fishing. Or he s_ _ _ on his lanai. He t_ _ _ _ _ about when he is g_ _ _ _ to do the job. H_ never does the job.

T_ _ _ morning Mrs. Venasa is _ _ _ _ _ _. She is talking to M_. Venasa.

"When are you g_ _ _ _ to trim the mango t_ _ _?"

Mr. Venasa answers, "I'm g_ _ _ _ to trim the tree t_ _ _ afternoon."

"When are you g_ _ _ _ to clean the garage?" M_ _. Venasa asks.

"I'm going t_ clean the garage this _ _ _ _ _ _ _ _ _ _," he answers.

"Where are y_ _ going now?" Mrs. Venasa _ _ _ _.

"I'm going to Mori's f_ _ a haircut," he answers.

"Y_ _ had a haircut the d_ _ before yesterday. Why are y_ _ going today?" Mrs. Venasa _ _ _ _.

"I'm going to think _ _ _ _ _ what to do," Mr. V_ _ _ _ _ answers.

THE JOB JAR

READING 12

David and Maria Venasa live in Tamarind City. They live at 1227 Volcano Lane. They have two sons. Brian is 16 years old. Their other son, Victor, is 30 years old. The Venasas also have a daughter, Sharon. She is married. She lives on the mainland.

Mr. Venasa owned Omanju Bakery. He was the first owner. He doesn't work now. He is retired. His son, Victor, runs the bakery now.

Mr. Venasa likes to think. He thinks about what he is going to do. Sometimes he sits on his lanai. Sometimes he goes to Mori's Barber Shop. Sometimes he goes fishing. He always thinks about what he is going to do.

Mrs. Venasa wants her husband to work at home. She has a "job jar"for him. She puts pieces of paper in the jar. She writes jobs on the pieces of paper. On one piece of paper she wrote, "Trim the mango tree."

Every day Mr. Venasa chooses a piece of paper. He should do the job on the paper. Mr. Venasa doesn't like to work at home. Mr. Venasa doesn't do the job. He goes to Mori's Barber Shop. Or he goes fishing. Or he sits on his lanai. He thinks about when he is going to do the job. He never does the job.

This morning Mrs. Venasa is angry. She is talking to Mr. Venasa.

"When are you going to trim the mango tree?"

Mr. Venasu answers, "I'm going to trim the tree this afternoon."

"When are you going to clean the garage?" Mrs. Venasa asks.

"I'm going to clean the garage this afternoon," he answers.

"Where are you going now?" Mrs. Venasa asks.

"I'm going to Mori's for a haircut," he answers.

"You had a haircut the day before yesterday. Why are you going today?" Mrs. Venasa asks.

"I'm going to think about what to do," Mr. Venasa answers.

COMPREHENSION

1. Where do David and Maria Venasa live?
2. What city do they live in?
3. What street do they live on?
4. What is Mr. & Mrs. Venasas' address?
5. Do the Venasas have two or three children?
6. How old is Brian?
7. Is Victor older or younger than Brian?
8. What does Victor do for a living?
9. Do the Venasas have a daughter?
   What is her name?
10. Does she live in Tamarind City or on the mainland?
11. What did Mr. Venasa own?
12. Who was the first owner?
13. Who runs the bakery now?
14. Does Mr. Venasa work now?
15. Is Mr. Venasa retired?
16. What does Mr. Venasa like to do?
17. What does he think about?
18. What does Mr. Venasa do sometimes?
19. Where does he sit?
20. Does he go to Mori's Barber Shop sometimes?
21. When does he go fishing?

V

22. What does he always think about?

23. What does Mrs. Venasa want her husband to do?

24. Where does she want her husband to work?

25. What does she have for him?

26. Does she put pieces of paper in the job jar?

27. What does she write on the pieces of paper?

28. Where did Mrs. Venasa write, "Trim the mango tree"?

29. Does Mr. Venasa choose a piece of paper every day?

30. Should he do the job on the paper?

31. Does Mr. Venasa like to work?

32. Is Mrs. Venasa happy or angry this morning?

33. Does Mr. Venasa ever do any work around the house?

34. When is Mr. Venasa going to trim the mango tree?

35. When is Mr. Venasa going to clean the garage?

36. What is Mr. Venasa going to do this afternoon?

37. Where is Mr. Venasa going now?

38. Why is Mr. Venasa going to Mori's today?

THE JOB JAR

[READING 12A]

David and Maria Venasa live at 1227 Volcano Lane in Tamarind City. They have a son n_ _ _ _ Brian. He is 16 y_ _ _ _ old. They have a m_ _ _ _ _ _ daughter, Sharon. She lives _ _ the mainland. They have _ _ _ _ _ _ _ son named Victor. He _ _ 30 years old.

Mr. V_ _ _ _ _ retired two years ago. H_ was the original owner _ _ the Omanju Bakery. Two y_ _ _ _ ago he sold his b_ _ _ _ _ and retired. Now Victor r_ _ _ the bakery.

Mr. Venasa l_ _ _ _ to think about what h_ is going to do. F_ _ five years before he r_ _ _ _ _ _ he thought about what h_ was going to do w_ _ _ he retired. Now he s_ _ _ on his lanai, or h_ goes to Mori's Barber s_ _ _ or he goes fishing. _ _ _ the time he thinks _ _ _ _ _ what he is going t_ do.

Mrs. Venasa wants h_ _ husband to do some w_ _ _ around the house. She h_ _ a "job jar" for h_ _. Mrs. Venasa writes down t_ _ jobs she wants her h_ _ _ _ _ _ to do. She writes t_ _ names of the jobs _ _ pieces of paper. Then s_ _ puts the papers in _ jar. Every day she _ _ _ _ him to choose a j_ _ to do. Every day h_ chooses a paper with t_ _ name of a job _ _ it. Then he goes t_ Mori's Barber Shop to t_ _ _ _ about when he is g_ _ _ _ to do the job.

T_ _ _ morning Mrs. Venasa is _ _ _ _ _ _. Mrs. Venasa is talking t_ Mr. Venasa.

"This morning y_ _ said you were going t_ trim the mango tree. W_ _ _ are you going to t_ _ _ the tree? And yesterday y_ _ were going to clean t_ _ garage. And last week y_ _ were going to fix t_ _ faucets."

Mr. Venasa starts t_ think.

"Don't worry," he _ _ _ _ _ _ _. "I'm going to trim t_ _ tree this afternoon, and _'_ going to fix the f_ _ _ _ _ _. But, first I'm going t_ walk over to Mori's f_ _ a haircut."

"Good grief!" s_ _ _ Mrs. Venasa. "You just h_ _ a haircut the day b_ _ _ _ _ yesterday."

"I know," replies M_. Venasa. "But Mori didn't t_ _ _ enough off the sides."

J_ _ _ then Brian walks in.

"H_ Mom. Hi Dad. I'm g_ _ _ _ to go fishing this _ _ _ _ _ _ _ _ _, Dad. Wanna come?"

Mrs. V_ _ _ _ _ glares at her husband.

"W_ _ _, son, I'm going to t_ _ _ the mango tree this _ _ _ _ _ _ _ _. Can I have a r_ _ _ check?"

"Sure, Dad. Any t_ _ _."

"And Brian," says Mrs. V_ _ _ _ _. "When are you going t_ clean your room? The B_ _ _ _ of Health is going t_ arrest us."

"Oh, Mom. _'_ going to do it t_ _ _ _ _ _ _."

Mrs. Venasa just smiles.

"_'_ going to do, I'm g_ _ _ _ to do. You're just l_ _ _ your father. You're going t_ be a 'going to d_.' Your father's middle name _ _ 'going to do.' Your m_ _ _ _ _ name should be 'going t_ do', too."

THE JOB JAR

READING 12A

David and Maria Venasa live at 1227 Volcano Lane in Tamarind City. They have a son named Brian. He is 16 years old. They have a married daughter, Sharon. She lives on the mainland. They have another son named Victor. He is 30 years old.

Mr. Venasa retired two years ago. He was the original owner of the Omanju Bakery. Two years ago he sold his bakery and retired. Now Victor runs the bakery.

Mr. Venasa likes to think about what he is going to do. For five years before he retired he thought about what he was going to do when he retired. Now he sits on his lanai, or he goes to Mori's Barber Shop, or he goes fishing. All the time he thinks about what he is going to do.

Mrs. Venasa wants her husband to do some work around the house. She has a "job jar" for him. Mrs. Venasa writes down the jobs she wants her husband to do. She writes the names of the jobs on pieces of paper. Then she puts the papers in a jar. Every day she asks him to choose a job to do. Every day he chooses a paper with the name of a job on it. Then he goes to Mori's Barber Shop to think about when he is going to do the job.

This morning Mrs. Venasa is angry. Mrs. Venasa is talking to Mr. Venasa.

"This morning you said you were going to trim the mango

tree. When are you going to trim the tree? And yesterday you were going to clean the garage. And last week you were going to fix the faucets."

Mr. Venasa starts to think.

"Don't worry," he answers. "I'm going to trim the tree this afternoon, and I'm going to fix the faucets. But, first I'm going to walk over to Mori's for a haircut."

"Good grief!" says Mrs. Venasa. "You just had a haircut the day before yesterday."

"I know," replies Mr. Venasa, "But Mori didn't take enough off the sides."

Just then Brian walks in.

"Hi Mom. Hi Dad. I'm going to go fishing this afternoon, Dad. Wanna come?"

Mrs. Venasa glares at her husband.

"Well, son, I'm going to trim the mango tree this afternoon. Can I have a rain check?"

"Sure, Dad. Any time."

"And Brian," says Mrs. Venasa. "When are you going to clean your room? The Board of Health is going to arrest us."

"Oh, Mom. I'm going to do it tomorrow."

Mrs. Venasa just smiles.

"I'm going to do, I'm going to do. You're just like your father. You're going to be a 'going to do.' Your father's middle name is 'going to do.' Your middle name should be 'going to do', too."

COMPREHENSION

1. What is the Venasas' address?
2. How many children do the Venasas have?
3. How many children live with the Venasas?
4. How many children live on the mainland?
5. Victor has a nickname. What do you think his nickname is?
   Do you think Victor is older or younger than Brian?
6. What does retired mean?
7. Who is retired?
8. Is Mrs. Venasa retired?
9. Where did Mr. Venasa work before he retired?
10. When did Mr. Venasa start thinking about retiring?
11. List three things Mr. Venasa likes to do now.
12. What is a "job jar?"
13. Did Mr. Venasa think of the job jar?
14. Why does Mr. Venasa go to Mori's Barber Shop so often?
15. Why is Mrs. Venasa angry?
16. What did Mr. Venasa say he was going to do this morning?
17. What was he going to do yesterday?
18. What was he going to do last week?
19. When is Mr. Venasa going to trim the mango tree?
20. When is he going to fix the faucets?
21. What is he going to do first?

22. If today is Monday, what day was the day before yesterday?

23. If today is Tuesday, what day is the day after tomorrow?

24. Where is Brian going?

25. Brian says, "Wanna come?" What does wanna mean?

26. What is a rain check?

27. Why does Mr. Venasa want a rain check?

28. Is the Board of Health really going to arrest the Venasas?

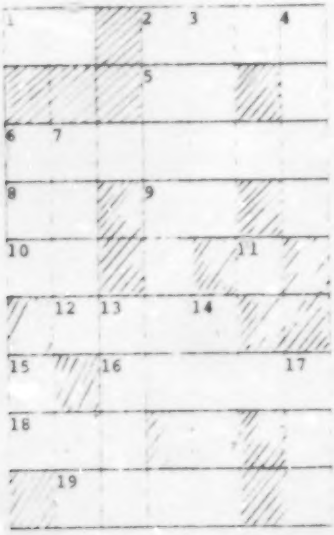
29. Why does Mrs. Venasa say, "The Board of Health is going to arrest us?"

30. Mrs. Venasa says her husband's middle name is "going to do." Is that really his middle name?

31. Why does Mrs. Venasa say her husband's middle name is "going to do?"

CROSSWORD PUZZLE

Fill in the crossword puzzle with the words that fit in the blanks below. Write the correct words in the blanks also. (Tr6)



ACROSS

1. Alice lives ____ 1207 Nene St.
2. The front of your calf is your___.
5. He's going ___ trim the tree.
6. Your stomach is in your ____.
8. A man named Ron Oliver has the initials __ __.
9. Give the thermometer to ____.
10. The 13th and 14th letters of the alphabet.
11. ___ am going to take your temperature.
12. He has five fingers on ____ hand.
16. Your _____ contains your heart and lungs.
18. slang for no.
19. Your brain is in your ____.

DOWN

2. Your ___ helps digest your food.
3. Jim is through working. He is going ____.
4. ____ of the buses go to Dolphin Fin.
6. Your ___ is between your shoulder and your hand.
7. He has a broken ____ in his wrist.
13. Her head hurts. She has a head _____.
14. Your ____ is above your shoulders.
15. Virginia lives ____ Mango Boulevard.
17. You have a big ____ on each foot.

REVIEW EXERCISES

The following review exercises cover the material in Units IV and V.

1. Where is the Adam's apple?

   a. in the heart
   b. in the brain
   c. in the tree
   d. in the throat

2. Circle the parts of the body that are above the neck.

   a. leg
   b. chin
   c. head
   d. eyes

3. Circle the parts of the body that are below the waist.

   a. hips
   b. legs
   c. chest
   d. shoulders

4. Put the following instructions in the correct order.

   _____ a. Keep your spine straight, bend your knees, and grasp the object.

   _____ b. Stand close to the object with your feet flat on the floor about 12 inches apart.

   _____ c. Face the direction you plan to carry the object.

   _____ d. Lift by straightening your legs.

5. You have a suitcase, a shoulder bag, a camera and an umbrella. How should you carry them so you don't hurt your back?

   a. Put the shoulder bag on one shoulder and carry all the rest in your other hand.

   b. Try to arrange the load so you have an equal load in both hands.

   c. Try to carry everything in one hand so your other hand is free for balance.

   d. Leave the umbrella somewhere so you don't have to carry it.

6. Circle the parts of the body that are in the abdomen.

   a. stomach
   b. liver
   c. heart
   d. intestines

7. Circle the parts of the leg.

a. chin
b. thigh
c. hip
d. calf

8. Arrange the following in order from the largest to the smallest.

a. cell
b. system
c. tissue
d. organ

9. Circle the statements that tell where a person is going.

a. He's going to the brown bag.
b. They're going to the hospital.
c. They're going to trim the mango tree.
d. I'm going to study tonight.

10. In a hospital the ward clerks take care of the

a. newspaper.
b. work paper.
c. patients.
d. paper work.

11. In a hospital doctors are the

a. medical personnel.
b. nursing personnel.
c. ward clerks.
d. patients.

12. Who is the person responsible for all the nursing care in a part of the hospital?

a. head nurse
b. nurses
c. nursing aides
d. staff nurse

13. Which ward is for patients with mental problems?

a. medical ward
b. pediatric ward
c. psychiatric ward
d. surgical ward

14. Which ward is for patients who need a lot of special care?

a. pediatric ward
b. intensive care ward
c. maternity ward
d. medical ward

15. Circle the statements that tell something that will happen in the future.

a. I'm going to drive the car.
b. He's going to eat breakfast.
c. She's going to school.
d. They're going to a movie.

V

Circle all the words or phrases that can go in the blanks.

16. I'm going to the _____.

a. brown bag
b. trim the mango tree
c. hospital
d. clean the garage

17. I'm going to _____.

a. walk home
b. serve breakfast
c. eat lunch
d. take the bus

18. I'm going _____.

a. to buy food
b. to the school
c. to Honolulu
d. to clean the house

19. Your _____ is between your hip and your foot.

a. waist
b. knee
c. leg
d. shin

20. Many _____ are in your body.

a. cell
b. organs
c. bones
d. blood